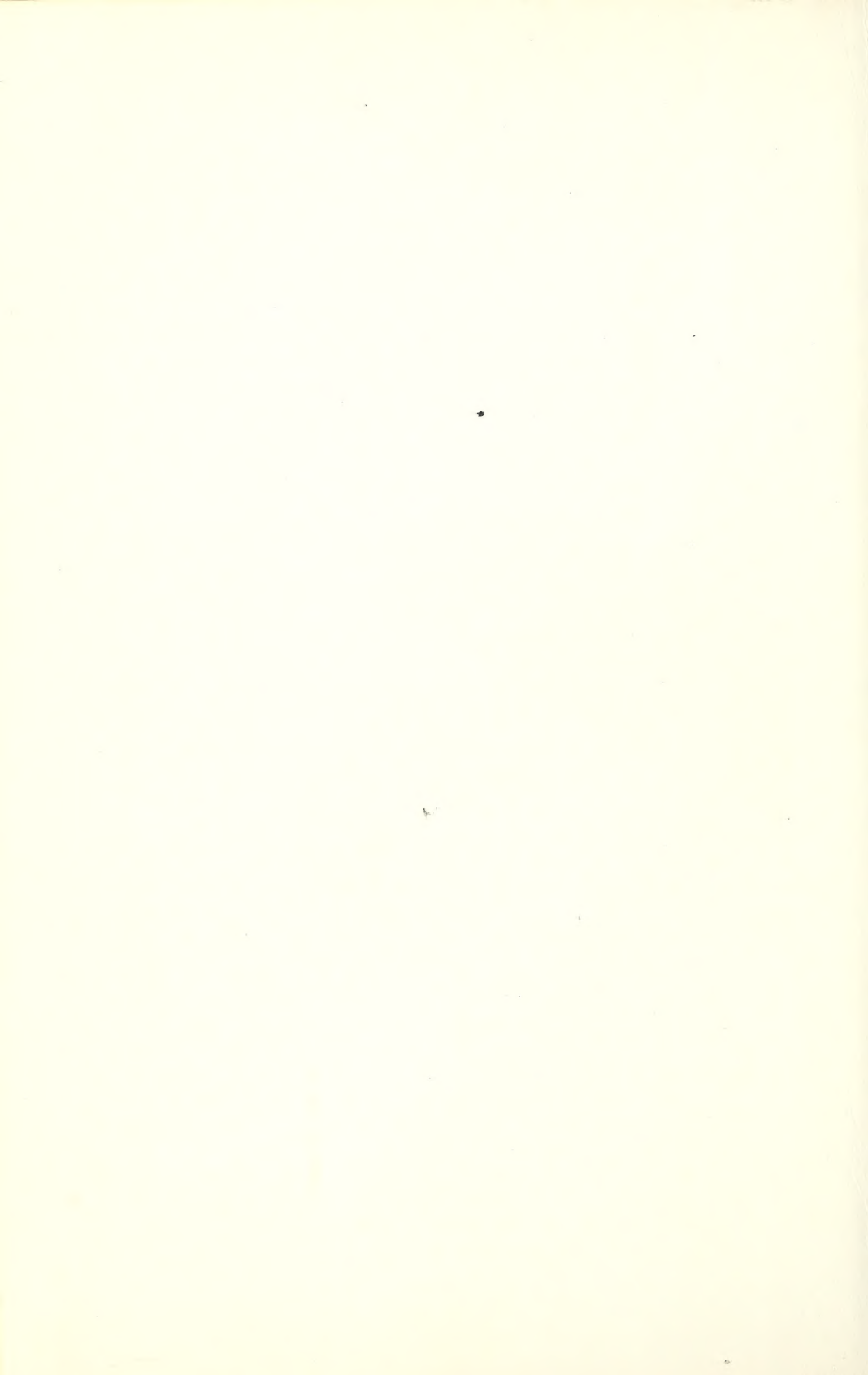


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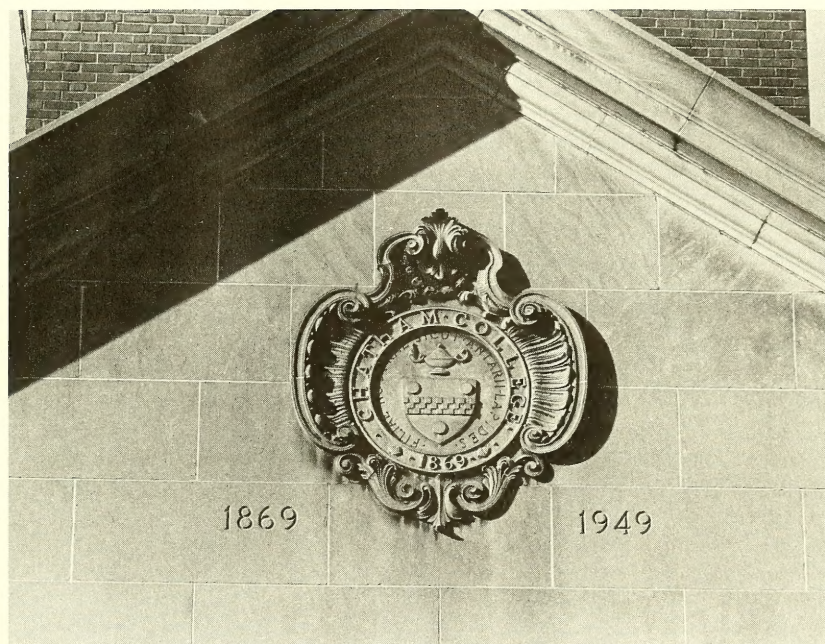


CHATHAM
COLLEGE

1985-1987



Chatham College Catalogue 1985-1987



Woodland Road
Pittsburgh, Pennsylvania 15232
412-365-1100

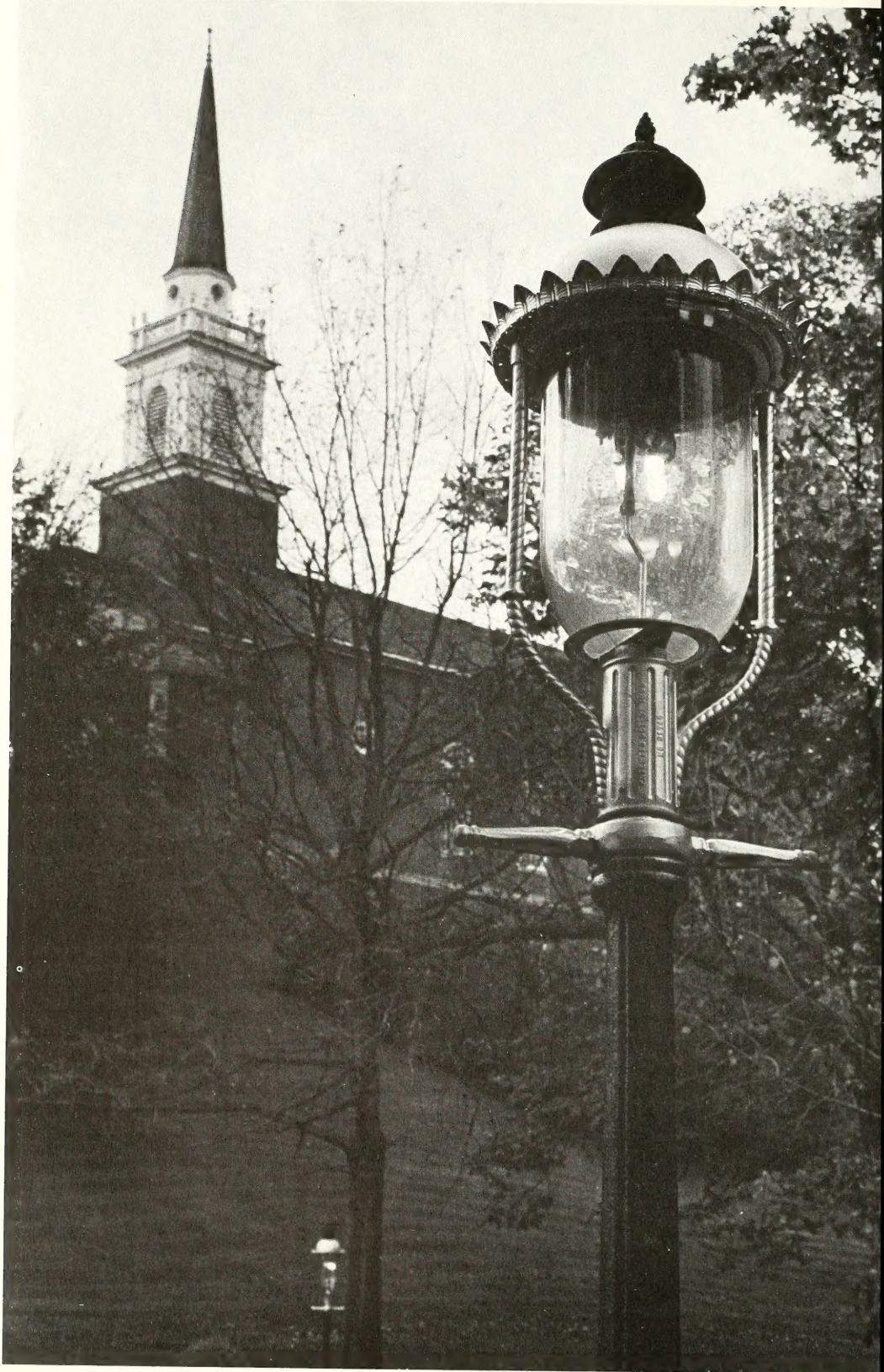
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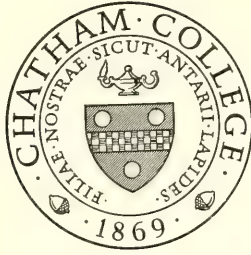
0345

The history of life on earth has been a history of interaction between living things and their surroundings. To a large extent, the physical form and the habits of the earth's vegetation and its animal life have been molded by the environment. Considering the whole span of earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species—man—acquired significant power to alter the nature of his world.

• Silent Spring
Rachel Carson, Class of 1929







Chatham College Seal

The seal is a symbolic representation of the ideals to which the College is dedicated. Chatham was founded in 1869 as an institution of higher learning, a purpose denoted by the ancient lamp of learning.

The College's Latin motto dates from the occasion of the laying of the cornerstone of the first new college building in 1871 and is taken from the twelfth verse, 144th Psalm of a 1579 Latin translation of the Hebrew Bible by Franciscus Iunius and Immanuel Tremellius. It expresses the founders' hope of providing service to society and is freely translated in the King James version of the Bible as "our daughters may be as cornerstones."

The acorns and the shield with its "fesse chequy" and Byzantine coins are taken unchanged from the crest of the Earl of Chatham and are a constant reminder of William Pitt's concern for the freedom of the individual.

Degrees and Accreditation

Chatham College grants the Bachelor of Arts and the Bachelor of Science degrees. The College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, the American Chemical Society, and the Pennsylvania Department of Education teacher certification program.

Chatham College administers its educational policies, scholarship and loan programs, and athletic and other extra-curricular programs without discrimination as to race, age, religion, handicap, color, and national or ethnic origin.



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Academic Calendar

1985-86

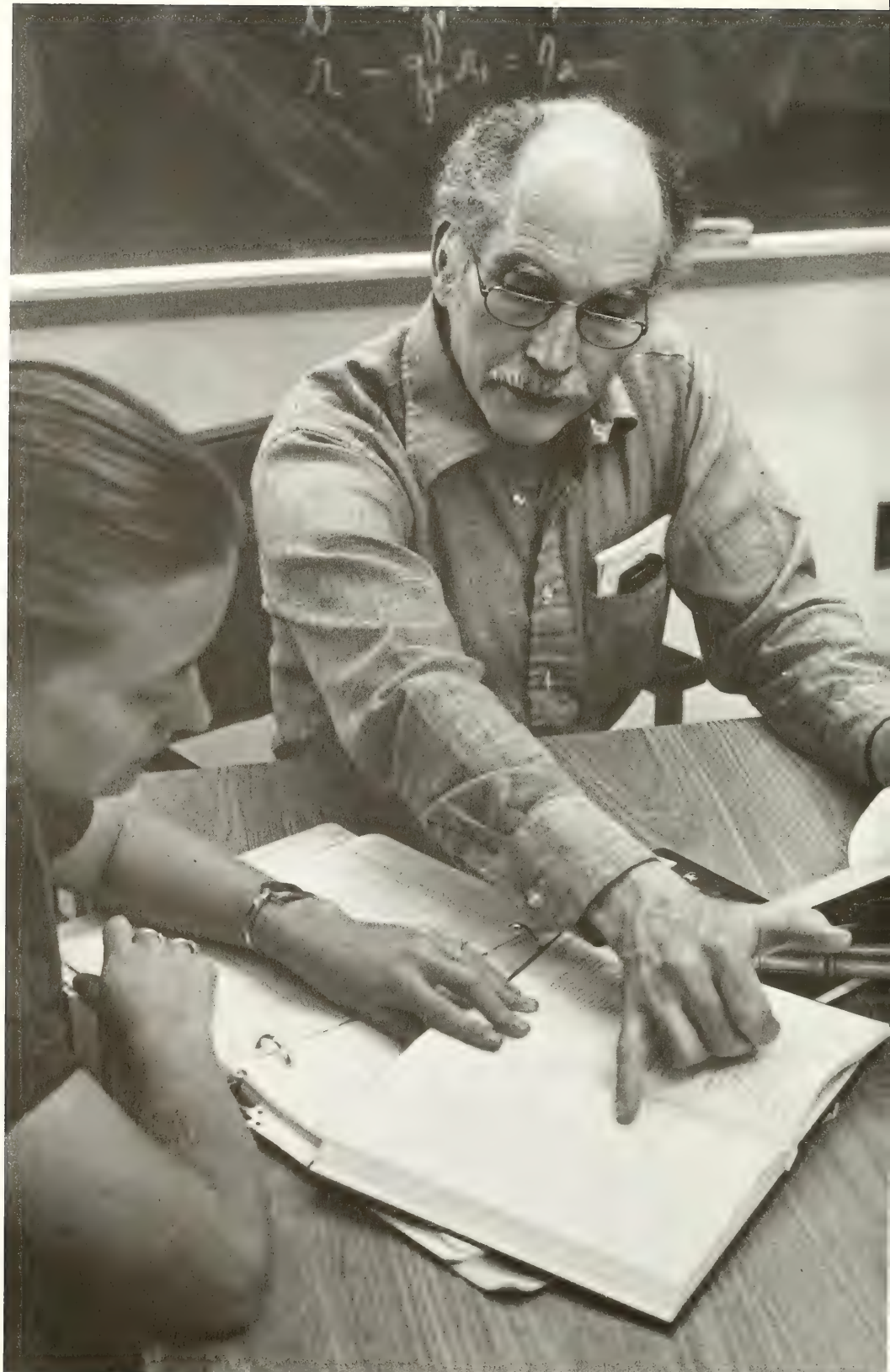
New Students Arrive Thursday, August 29
 Freshman Testing, Advising . . Friday, August 30
 Upperclass Students Arrive . . Monday, September 2
 Fall Term Classes Begin Tuesday, September 3
 New Students Register Tuesday, September 10
 Last Day to Add Courses Tuesday, September 17
 Last Day to Drop Courses . . . Tuesday, September 24
 Long Weekend Thursday, October 17
 Sunday, October 20
 Advising Week Monday, November 4
 Friday, November 8
 Interim Registration Monday, November 18
 Tuesday, November 19
 Spring Registration Thursday, November 21
 Last Class before
 Thanksgiving Tuesday, November 26
 Thanksgiving Break Wednesday, November 27
 Sunday, December 1
 Last Class of Fall Term Tuesday, December 10
 Final Examinations Friday, December 13
 Tuesday, December 17
 Winter Vacation Wednesday, December 18
 Sunday, January 5
 Interim Period Monday, January 6
 Friday, January 31
 Interim Break Saturday, February 1
 Tuesday, February 4
 Spring Term Classes Begin . . Wednesday, February 5
 Last Day to Add Courses Wednesday, February 19
 Last Day to Drop Courses . . . Wednesday, February 26
 Spring Vacation Saturday, March 22
 Sunday, March 30
 Advising Week Monday, April 7
 Friday, April 11
 Fall Term Registration Thursday, April 24
 Final Copies of Tutorial Due . Friday, April 25
 Last Class of Spring Term . . . Tuesday, May 13
 Final Examinations Friday, May 16
 Tuesday, May 20
 Commencement Friday, May 23

1986-87

Thursday, August 28
 Friday, August 29
 Monday, September 1
 Tuesday, September 2
 Tuesday, September 9
 Tuesday, September 16
 Tuesday, September 23
 Thursday, October 16
 Sunday, October 19
 Monday, November 3
 Friday, November 7
 Monday, November 17
 Tuesday, November 18
 Thursday, November 20

 Tuesday, November 25
 Wednesday, November 26
 Sunday, November 30
 Tuesday, December 9
 Friday, December 12
 Tuesday, December 16
 Wednesday, December 17
 Sunday, January 4
 Monday, January 5
 Friday, January 30
 Saturday, January 31
 Tuesday, February 3
 Wednesday, February 4
 Wednesday, February 18
 Wednesday, February 25
 Saturday, March 21
 Sunday, March 29
 Monday, April 6
 Friday, April 10
 Thursday, April 23
 Friday, April 24
 Tuesday, May 12
 Friday, May 15
 Tuesday, May 19
 Friday, May 22





“Energies of the Mind”: The Liberal Arts Experience

The mission of Chatham College rests upon the ideal articulated by philosopher Alfred North Whitehead, that the purpose of education is to free “those energies of mind which should direct the technical skill.” It defines those energies of mind as understanding of ideas, of the nature of knowledge, of the dutiful acquisition and use of knowledge, and of the infusion of values into the employment of skills.

Chatham is committed to releasing those energies by providing a strong liberal arts education designed to help women develop personally and professionally to their fullest potential. Viewed in the context of the future which women face in an interdependent world, this education should provide the student with

- a) a complement of skills essential for productive work and decision-making;
- b) a core of common intellectual experiences which imparts a set of attitudes and knowledge about the interdependent world and of methods of response to its opportunities and dilemmas; and
- c) the attainment of in-depth knowledge in one area of study which, along with other components, can equip the student for further academic work, for career opportunities, and for a life-long curiosity about the world.

Recently, the Association of American Colleges published a report on the state of higher education in the United States. It presented standards for the skills and experiences which students should

acquire in four years of college, standards which parallel Chatham's liberal arts curriculum. They include the ability to inquire, analyze, and think critically; the ability to read, write, and speak persuasively; the ability to understand numbers and statistics; a sense of history; an understanding of sciences; a sense of civilized values; an appreciation of the fine and performing arts; an insight into other cultures; and study in depth that cuts across academic disciplines.

According to Mark H. Curtis, president emeritus of the Association of American Colleges, baccalaureate education "strengthens the capacities of individuals to grow as literate, educated persons and prepares them to pursue beginning careers in several professions as well as advanced studies as further preparation for practice in others. Above all, baccalaureate education makes a vital contribution to the health of American democracy. Leaders in a complex, pluralistic society require not only technical or professional expertise but the ability to make consequential judgments on issues involving the contextual understanding and assessment of multi-faceted problems."

A liberal arts education has been accused of being the surest route to "occupational oblivion"—on the contrary, it is the only sure route to prevent such oblivion. Education must advance human as well as technological progress and must prepare people for civilized lives in civilized human communities, local, national, and global. The knowledge explosion and technological revolution have defined new frontiers of human achievement, but one cannot accept the greater promise without understanding its cultural and ethical dimensions. A liberal arts education directs its students to define present and future problems in their full breadth, intercultural and ethical, not allowing solutions to be dictated by those merely able to manipulate information and technology. Narrow specialized training always has been liable to replacement: a liberal arts education seeks to avoid vocational dead-ends by clearly distinguishing between "job" or "career," "technician" or "professional," and "training" or "education."

History of the College

Schools for young ladies had existed in Pittsburgh ever since the 1780s, when, as one prospectus states, they were taught "the branches of needlework, namely plain work, colored work, and flowering: lace both by the bobbin and by the needle; fringing, tabouring, and embroidery. Also reading, English, and knitting if required." The ladies' seminaries of the 1820s and 1830s continued emphasis on the "female accomplishments"—music, drawing, painting, the use of French and German phrases—and, of course, on deportment and the ubiquitous needlework. They became more academically respectable with the addition of courses on writing, grammar, geography, Latin, chemistry, and history. The seminaries, however, did not have degree-conferring powers nor were they responsible to any accrediting body for the quality of the education they provided.

From its start in 1869 when Chatham was chartered under the name Pennsylvania Female College, the institution was a full-fledged college. In that short period in the 1870s when it also offered post-graduate work, Chatham had courses in Anglo-Saxon, advanced classical and modern languages, trigonometry, calculus, geology, political science, and political economy as well as in international law; the theory, history, and practice of architecture; and the literature of the Bible, including its languages, history, rhetoric, poetry, its ethics, and its inspiration. Undergraduates were offered logic, mental and moral philosophy, physics, chemistry, botany, astronomy. Students were required to take two years of Latin and three years of either French or German.

Thus from the beginning Chatham offered to women an education comparable to that which could be achieved by their brothers at

"colleges of the first class." This had been the dream of the Reverend William Trimble Beatty, pastor of the Shadyside Presbyterian Church. With a group of like-minded Pittsburghers he had seen the need for the solid academic training of their daughters. And the dream was still a bit ahead of the times: 1869 was that same year when John Stuart Mill published "The Subjection of Women" and that year when the National Association of Woman Suffrage was founded. In her history, *Chatham College: The First Ninety Years*, Laberta Dysart writes that Chatham was "the earliest extant liberal arts college for women beyond the Alleghenies established originally as a college rather than as a seminary." It is one of the three or four original eastern colleges for women which still remains exclusively a women's college.

In the beginning, Chatham College occupied one building (the George A. Berry mansion), eleven acres, and just over a hundred students. Today (after a name change in 1890 to Pennsylvania College for Women and in 1955 to Chatham College), the institution has thirty buildings, fifty splendid acres, and approximately six hundred students. The College is fully accredited, non-sectarian, and private. Chatham's endowment of over twenty-two million dollars is among the largest per student of any college or university in the nation.

Throughout its history Chatham has been a pioneer in curricular progress, adapting its educational program to meet society's changing needs while maintaining the intellectual integrity of the liberal arts. The College's first curriculum required proficiency of all students in Latin, French or German, higher mathematics, history, English, natural sciences, systematic Bible history, and Anglo-Saxon. In succeeding years electives ranging from modern literature to family living were added and the number of required courses reduced. By the 1940s the faculty had reorganized the curriculum into lower and upper divisions, the lower division focusing on the major fields of human thought and the upper division on the student's field of special interest. Such a program had the dual aim of providing both a broad cultural background and an opportunity for specialization.

Post-World War II revisions developed a required Basic Curriculum that included courses such as The Arts, Modern Society, Natural Sciences, Speech, and Philosophy. By the 1970s Chatham again adjusted its curriculum to reflect new career needs, adding major programs in Communication and in Administration/Management. The success of these academic reforms was reflected in Chatham's being listed among the top ten colleges for women in the United States and in being selected by the Ford

Foundation as one of the twelve most dynamic and innovative colleges or universities in the northeastern United States. During the last two years Chatham's faculty has again responded to change through curricular revision, reinstituting the concept of a required basic curriculum. The Core Curriculum, interdisciplinary and team-taught, focuses again on the major fields of human thought and asserts the College's commitment to the well-educated woman. The Administration/Management major has been reshaped into Economics/Management with an International Business concentration, the Communication program has been revised with an emphasis on writing, and new majors in Human Services Administration as well as Information Science have been developed. The present curriculum would be nearly unrecognizable to the College's founding fathers, so insistent on their higher Latin, Greek, and Anglo-Saxon. Quite recognizable to them, however, would be Chatham's continued insistence on providing women with the tools they need to effect social change and intellectual growth.



Pittsburgh

One of Chatham's biggest educational and social assets is its location in the city of Pittsburgh. The nation's most livable city, according to Rand McNally in 1985, Pittsburgh also is rated one of the safest cities in the United States. Pittsburgh's "Renaissance II" is underway in the city, producing futuristic skyscrapers and a new subway system. The "Smoky City" tag is obsolete, unless one counts the puff of fireworks over historic Fort Pitt or Three Rivers Stadium.

It is a city of culture, home of the Pittsburgh Symphony, Three Rivers Arts Festival, and the Carnegie International. Site of the nation's first public television station, which creates such offerings as "Once Upon a Classic" and National Geographic specials, Pittsburgh also houses a superb ballet company, an excellent opera, a Shakespeare festival, and fine theatres. The Carnegie Institute contains several museums under one roof, and there are many more specialized museums throughout the city.

Pittsburgh is a place for career opportunities and abundant internship sites. With its three rivers, the city is the busiest inland port in the United States, an international hub with direct access to world markets. Third largest corporate headquarters in America, it is home for such giants as Alcoa, PPG, U.S. Steel, Dravo, Westinghouse, Heinz, Koppers, and Rockwell, with 97,000 executives, \$151 billion in annual sales, and a strategic location near 70 percent of the nation's population. Pittsburgh, too, is a city of research with 25,000 scientists and 170 research facilities. Its hospital systems are among the finest in the nation, at the forefront in education, research, and organ transplants.

Pittsburgh is home to farmers' markets and elegant skyscraper restaurants, restored Federal-period townhouses and hi-tech architecture, neighborhood ethnic bistros and jazz bars, to Flashdance and the Pittsburgh Ballet Theatre. It also is home to the 60,000 college students who live, learn, and enjoy this "City of Neighborhoods." The colleges and universities of Pittsburgh are much like the city itself, diverse in their academic offerings and special strengths, different in their sizes and architecture but with the same spirit of cooperation and innovation that marks the city. Students may cross-register, use the facilities of other institutions, and participate in extracurricular programs, evidence of ten institutions working together to strengthen the educational offerings of all.



Academic Program and Procedures

General Degree Requirements

The Bachelor of Arts degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent, the last six units to be completed in residence, and the satisfactory completion of at least two approved Interim programs;
2. The satisfactory completion of all core requirements;
3. The satisfactory completion of all proficiency requirements;
4. The satisfactory completion of all departmental, interdepartmental, or multidisciplinary major requirements;
5. The satisfactory completion of the tutorial; and
6. The completion of a minimum of 23 units at Chatham College. All Chatham-directed Interim courses and courses taken in cross-registration are credited towards fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 18 units at Chatham College. Transfer students entering Chatham with second-term junior or senior standing are required to be in residence for three long terms and to complete successfully a minimum of 14 units.

The Bachelor of Science degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent, the last six units to be completed in residence, and the satisfactory completion of at least two approved Interim programs;
2. The satisfactory completion of all core requirements;
3. The satisfactory completion of all proficiency requirements;

4. The satisfactory completion of the major in chemistry or in biology (A chemistry or biology major also is possible for the Bachelor of Arts degree.);
5. The satisfactory completion of the tutorial; and
6. The completion of the residence requirements outlined in Item 6, Bachelor of Arts degree, above.

Core Curriculum

The mission of the core curriculum of the College rests on three assertions to which the whole College community subscribes:

- I. The education which will influence a student for her next twenty or forty years must equip her for the inevitable changeability of the world she lives in, and it must anticipate some of the kinds of change she will face.
- II. The education which the College offers must represent fairly the truth of learning, that ideas and institutions and nations as well as individuals are interdependent; the curricular reflection of this truth lies in the interdisciplinary nature of the courses in the core of the curriculum, the area shared by all students.
- III. The education that a student begins in college may reasonably be expected to prepare her for a career, allowing for the possibility that it may not train her for a particular task or profession which may well not be in demand or of interest to her a decade, a year, or even a month after her graduation.

As the foundation of Chatham's educational offerings, the Core consists of nine interdisciplinary courses distributed throughout four years of college, comprising one-fourth of the course requirements for graduation. All courses were developed to provide a common intellectual experience which imparts a set of attitudes and knowledge about an interdependent world. Full-time Chatham faculty teach the courses. They are joined by their colleagues from all departments of the College, who guest-lecture in the classes to provide students with broad perspectives and exposure to other fields of knowledge.

The Core

Freshman: Concepts and Composition
Gender Roles
Advanced Composition

Sophomore: The West and the World I
The West and the World II

Junior:	Science and Technology I Science and Technology II
Senior:	Learning and Knowing in an Interdependent World Human Values in Comparative Perspective

Core Curriculum Policies

A freshman entering the College after the first term should enroll in the course offering during the Interim. She should enroll in Concepts and Composition and Advanced Composition during the succeeding year unless she sufficiently demonstrates writing proficiency to enter Advanced Composition during the spring term.

Transfer Students

All transfer students entering the college as sophomores, juniors, or seniors will complete core courses as follows: students entering as sophomores in the fall term shall complete sophomore, junior, and senior courses; students entering as sophomores in the spring term shall complete the junior and senior courses; students entering as juniors in the fall term shall complete the junior and senior core courses; and students entering as seniors in the fall shall complete the senior core courses.

All transfer students with sophomore standing or above continue to be required to pass the English Proficiency Examination or to complete satisfactorily the new one-term General Writing course to be designed for transfer and Gateway students.

Gateway Students

Gateway students with advanced freshman standing will be considered to be transfer students; as such, they will not enroll in Concepts and Composition in the fall. Gateway students without any advanced standing will fall into two categories: part-time students and full-time students. Part-time students should be encouraged to take another course prior to enrollment in Concepts and Composition. Full-time Gateway students without advanced standing should enroll in Concepts and Composition.

Students on Leave

A student who participates in Junior Year Abroad for either one or two terms or in the Washington Semester Program is exempt from the core courses she would have enrolled in had she remained on campus. A student who takes a Leave of Absence for the purpose of enrollment in another accredited college or university is required to fulfill all core requirements.

Grading

With the exception of Gender Roles, which must be taken on a Pass-Fail basis, core courses are offered on the Regular Grade

basis only. The grade F will be used to indicate a student's failure in a core course. If a student fails a core course, she must retake and pass it or pass a suitable substitute acceptable to the Committee on Academic Standing. If a student fails a core course, she will be permitted to take the next course in the core sequence the following term unless the instructors of the failed course recommend that she not be permitted to do so.

Core Sequence

A student usually will take the core courses in their proper sequence, but she will be permitted to take concurrently two core courses with the approval of the Committee on Academic Standing. Exemption from a core course because of early graduation must be requested through a petition to the Committee on Academic Standing.

Withdrawal

A student will not be permitted to withdraw from a core course except for documented personal or medical reasons and with the support of the core instructor.

Skills and Proficiency Requirements

Instruction in basic skills, placement of students within the program, and administration of diagnostic and proficiency tests are supervised by the Center for Professional Development (see p. 27). Testing is available to all students across the College. As a condition of junior status, all degree students entering Chatham after Fall 1985 are required to demonstrate proficiency in the following:

1. Writing Skills

This requirement is fulfilled by satisfactory completion of the Core courses Concepts and Composition and Advanced Composition. All students admitted to the College before Fall 1985 or students who have advanced standing or transfer status may continue to satisfy the College's writing requirement by successfully completing either Expository Writing I or the English Proficiency Examination.

2. Mathematical Skills

By the beginning of the junior year, each degree student must demonstrate proficiency in mathematics equivalent to fulfillment of the prerequisites for Mathematics 106 (pre-calculus). Each term a placement examination is administered to students. Students demonstrate proficiency in one of the following ways:

- a) enrollment in and successful completion of Mathematics 106, 101, or 107;

- b) satisfactory completion of the Mathematics Achievement Examination after work in the Mathematical Skills Program;
- c) recommendation for placement in Mathematics 106 based on the results of the Mathematics Placement Examination; or
- d) approval of transfer credit for a pre-calculus course completed at another institution.

In conjunction with the Center for Professional Development, the Department of Mathematics administers both a non-credit program in mathematics and also placement and proficiency tests.

3. Computer Literacy

Students will have fulfilled the proficiency requirement when they either have satisfactorily completed any of the course offerings in Information Science or else have certified their proficiency in completing the following specific tasks:

- a) Word Processing: using a word processing package to produce a simple letter. At present Wordstar is the software package which is being used on campus; however, any other word processing package with a reasonable level of sophistication would be an acceptable alternative;
- b) Spreadsheet: using Lotus 1-2-3 or another spreadsheet for no less than one application which requires rows and columns, e.g., budget, expense report, or weekly class schedule;
- c) Data Base: using dBase II or any other data base management system to create a simple record-keeping system (e.g., a shopping list or recipe file) and producing at least two reports which have been sorted in some way;
- d) Graphics: using the Macintosh which is available on campus or any other graphics package to produce no less than two different pieces, one of which must be a graph with some fancy lettering; and
- e) Bibliographic Searching: using Search-Helper to perform at least one bibliographic search on-line. Students will be expected to attend one of the various announced workshops, which will be coordinated with the Library staff.

4. Library and Research Skills

Students are expected to be able to locate and gather information from primary and secondary sources, to write reports using research, and to cite their sources accurately. The proficiency requirement is satisfied by attendance and participation in the library workshops given during Orientation and by the instructional sessions provided throughout the first year of the Core Curriculum.

5. Reading and Language Skills

Students should be able to read critically, to interpret inferentially as well as literally, to assimilate new or technical vocabulary, to vary their reading speed and method, and to separate their opinions and assumptions from those of the writer. All incoming students are tested during Orientation; students whose performance does not demonstrate proficiency prepare for subsequent tests through the Center's tutors, programmed materials, and computer-aided instruction.

6. Presentation and Effective Communication Skills

In conjunction with the Departments of Theatre, English, and Communication, the staff of the Center provides workshops, small group instruction, and videotaping to cultivate oral skills, interviewing techniques, and appropriate use of audio-visual aids. Students are encouraged to avail themselves of every opportunity to make oral presentations in class, to be videotaped and to videotape fellow students, and to join in debates. Such opportunities are available in one or more of the Core courses of the freshman and sophomore years.

7. Study Skills

There is no required level of proficiency which may be attained or measured in study skills since they are different in kind from the other six areas above. Nevertheless, they are the keys in learning how to learn. Work in study skills enables a student to set goals consistent with her academic progress, to handle short-term and long-term projects, to manage her time effectively, and to solicit and accept constructive criticism.

Diagnostic testing is arranged by the Center staff on request or recommendation. The staff also provides workshops, quest lectures, programmed materials, and computer-aided instruction in notetaking, outlining, time and stress management, test-taking strategies, textbook studying, and preparation for graduate and professional school tests (MCAT, LSAT, GRE, GMAT).

Tutorial

The tutorial, which is undertaken by the student during her senior year, is an extended independent project which acquires its focus from a continuing dialogue between the student and her Tutor. The study will usually be centered in the student's major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent readings.

The Tutorial, administratively, shall consist of two course units of internally related study, designed by the student and her Tutor, an

appropriate faculty member. The Tutorial in an interdepartmental major must have the approval of the two departments, as must the balance of the interdepartmental program. The two course units will normally be consecutive, in two long terms, and conclude in the senior year. Only on the recommendation of the Tutor, and with the approval of the Committee on Academic Standing, may a student be permitted to complete both units in one long term or one unit in the Interim.

The Tutorial Manual, which discusses Tutorial requirements, deadlines, and guidelines in depth, is available from the Office of Academic Affairs. Each senior should have an individual copy of the manual readily available for her perusal. Additional Tutorial regulations are outlined in this *Catalogue*; see p. 46.

Departmental and Program Requirements

Departmental Majors: Major programs are offered in the following areas and programs: Art, Biology, Chemistry, Communication, Economics/Management, English, French, History, Human Services Administration, Information Science, International Business, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Spanish, and Theatre. Each department determines the requirements for its majors.

Interdepartmental Majors: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight (8) course units in each of the two departments or programs, exclusive of the tutorial. Four course units in each department must be at the 200-level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the inter-relations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possible in disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for

her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study which includes all courses which would apply to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the tutorial; 2) no more than one independent study and one internship can be applied toward the major; and 3) seven of the 12 course units must be at the 200-level or above.

Declaration of Major

Students are expected to declare their majors no later than the end of their sophomore year, using the appropriate form available in the Registrar's Office. Students who have not already declared their majors will not be allowed to register for the second term of their junior year until they do so. Students, of course, may change their majors at any time up to the senior year.

Minor Options

A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members or departments and focuses on a specialized field or area. A college minor is interdisciplinary in nature.

Academic Options and Resources

Academic Advising

The College's curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus, the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and

attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

All new students, freshmen and transfers, will be assigned to a faculty adviser. Such assignments will be made, as far as possible, on the basis of academic areas of interest, in the case of transfer students, and on the basis of Core sections, in the case of freshmen. A student may change her adviser at any time, although it is assumed that such a change will be done thoughtfully and purposefully.

Pre-Professional Advising

A student planning a career in the professions follows a special sequence of courses, and her progress is guided closely by specific faculty advisers and by the staff of the Center for Professional Development. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of biology and chemistry courses in addition to other specific requirements. She may decide to major in chemistry or biology, although she may pursue another major as long as she has completed the sequence of courses required for admission to a professional school.

Chatham has no “pre-law” major because such a program is not desirable for law school, nor are there any courses which law schools will insist that students take as undergraduates. Many students and faculty, however, assume that one or more of the Social Sciences or Humanities will provide the best disciplinary background. As law becomes more and more intertwined with science and environmental problems, however, science backgrounds become more and more relevant for professionals in the field of law. Regardless of the student’s departmental major, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in education, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 66). She will also be expected to participate regularly in field experience, including student teaching, during her course of study.

All pre-professional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and assists with the application process.

Center for Professional Development

The Center for Professional Development, located in the left wing

of the Laughlin Music Building, is designed to provide comprehensive services to Chatham College students to cultivate skills and knowledge essential to academic achievement and working life.

Academic Skills Program

The staff of the Center for Professional Development administers the program in academic skills (see p. 22) and provides testing of proficiencies required of all students.

Career Programs

Career planning is a process in which women are now involved throughout their adult life. Women today will spend years in the work force, so they must be prepared to change jobs and career directions several times. Knowing how to make decisions about life patterns and work and how to implement these decisions is important if life is to be satisfying and challenging.

During college years, career planning is largely a matter of gathering material about oneself, discovering the career fields that are available, and learning what skills are required for entry into the fields in which one is interested. Such planning does not commit a student to an unalterable course of action but, rather, makes her adaptable to changing circumstances. The Career Programs Office in the Center for Professional Development provides the student with a wide range of services to assist in self-assessment, exploration, and decision-making about careers and future schooling.

Career Counseling

Individual career counseling is available to all students during their years at Chatham and after they graduate. Periodically scheduling an individual session helps in long-range planning and enables the Career Programs staff to become familiar with individual student interests and goals. Appointments may be made through the Center for Professional Development.

DISCOVER is a computerized career-guidance information and guidance system available in the Chatham College Center for Professional Development. It allows a student to explore her own interests and values and to learn more about various occupations and educational programs. DISCOVER is divided into four major areas: Self-Information, Strategies for Identifying Occupations, Occupational Information, and Education Information.

Recruitment

Recruiters representing businesses and other organizations visit Chatham each semester to interview seniors. Students interested in working for the kinds of organizations these recruiters represent find this an excellent method of making contact. A number

of graduate schools also send representatives to Chatham to talk with interested students.

Training and Development

The Career Programs component of the Center for Professional Development offers frequent workshops in résumé writing, interviewing skills, and job search strategies. Additional short courses and seminars in assertiveness, confidence development, listening skills, decision-making, test-taking, and time and stress management are open to all students and alumnae.

Internships

See below.

Interact: The Chatham Mentor Program

The Chatham Mentor Program, designed for juniors and seniors, matches students one-on-one with professional women in the Pittsburgh area who serve as mentors for an academic year. The program gives students an opportunity to develop a realistic view of the field, see the various directions their careers may take, and make informed choices about jobs and further study.

Resources

The Center for Professional Development houses a Career Resources Center offering materials particularly relevant to women's involvement in the world of work. Files containing notices regarding full-time and part-time job opportunities, summer employment, and volunteer activities are on hand for students to consult. Information about graduate programs and admissions examinations for graduate school (GRE, MCAT, LSAT, etc.) are also available. Frequent guest speakers, panels of professional women, and a monthly newsletter keep students and faculty informed about trends in professional development and the working world.

Interim

The College calendar consists of two terms of 14 weeks each and a four-week Interim in January. The Interim provides an opportunity to carry out unusual and experimental programs of study, both on- and off-campus. Each student must participate in at least two Interim sessions during her four years at Chatham and may enroll for only one course per Interim. The Interim offers students a variety of options, including Chatham courses on- and off-campus, traditional independent studies, internships, courses at other 4-1-4 colleges, and study abroad.

Internships

The Chatham College Internship Program enables a student to acquire first-hand experience at a work site, experience which is related to her academic studies and to her career plans. Each

student undertaking an internship does so through the Center for Professional Development with the sponsorship of a faculty member to guide her in setting goals and developing criteria for evaluating the experience. The staff of the Center assists the student to identify an appropriate internship site.

Chatham students have had internships with numerous local and distant organizations, including corporations, hospitals, banks, social service and government agencies, publications, radio and television stations, and law offices. Requests for interns exceed supply, attesting to the respect with which this credit-granting program is seen by the community. Internships may be held during any term, although the majority of students prefer the Interim concentration; freshmen normally are not permitted to hold internships.

Independent Study

The purpose of an independent study is to undertake an academic project not available in or beyond the scope of the College's regular curriculum. Independent study imparts a sense of academic discipline, intellectual self-reliance, and cooperative planning with the faculty sponsor. Prior to registration, individual arrangements are made between student and sponsor. Independent study options are available in all academic departments, but the student may enroll in no more than one independent study per term. Credit values for independent study are 1/2, 1, or 1 1/2 course units.

Cross-Registration

Students at Chatham College may avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Community College of Allegheny County, Duquesne University, LaRoche College, the University of Pittsburgh, Robert Morris College, Pittsburgh Theological Seminary, and Point Park College form the Pittsburgh Council of Higher Education (PCHE). The Council sponsors many inter-institutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

Cross-registration permits full-time students at any of the ten PCHE institutions to take courses at any other PCHE institution without the payment of an additional tuition charge. Full credit and grade will be transferred to the home institution. Each qualified student usually may enroll in no more than one course off-campus in any one term under this program. A freshman also may cross-register provided that the course is not available at Chatham, that she can fulfill any prerequisites, and that her

faculty adviser and the Assistant Vice President for Academic Affairs approve.

Study Abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are available for all classes. The Committee does not require any particular grade standard, since the student's eligibility to apply is determined by the grade standards of the specific program. To be approved by the Committee, however, the program of study abroad must be sponsored by an accredited United States college or university. Chatham itself does not sponsor any full-time or full-year study abroad programs but regularly offers Interim study abroad with a Chatham professor.

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs but no later than April 1 for programs which begin in the fall. Further information and the Chatham application form are available from the Coordinator of the Study Abroad Program.

Semester In Washington

Juniors with a satisfactory academic record and a desire to do independent field work and research are eligible for a seminar in residence at The American University in Washington, D.C. Students may choose the

- a) Washington Semester, with a focus on American national government;
- b) Urban Semester, with a focus on urban and metropolitan problems;
- c) Foreign Policy Semester, with an emphasis on the formation of the United States foreign policy;
- d) International Development Semester, with an emphasis on developing nations;
- e) Economic Semester, with a focus on the formation of economic policy; or
- f) Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students usually receive four Chatham course units for the programs, which are open to students from all disciplinary backgrounds.

Library Resources

In addition to the Chatham College Library, students have regulated access to other library resources. Through the Library's participation in the Pittsburgh Regional Library Center, Chatham students may use the resources of other college libraries, notably Hillman Library at the University of Pittsburgh, Hunt Library at Carnegie-Mellon University, Grace Library at Carlow College, the Robert Morris College Library, and the library system at Community College of Allegheny County. Students also may request books through interlibrary loan, as well as receive a personal borrowing card for the Carnegie Public Library and its branches. Other libraries open for research and specialized study include Allegheny County Law Library, Carnegie Museum Library, Historical Society of Western Pennsylvania Library, Hunt Botanical Library, Pittsburgh Press Library, Pittsburgh Theological Seminary Library, Western Psychiatric Institute Library, and the United States Bureau of Mines Library.

Summer Study

A student who wishes to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar prior to May 1. No student may register for an independent study or tutorial during the summer at Chatham.

Experiential Learning Credit

Experiential Learning Credit is granted for an equivalent academic experience which an individual has gained through employment, job training, or other situations which academic departments believe to meet the requirements for granting College credit. Upon the recommendation of the appropriate department and with the approval of the Committee on Academic Standing, degree candidates may be granted Experiential Learning Credit. The student must have had these experiences before enrolling at Chatham. A degree student must apply for Experiential Learning Credit prior to her completion of eight course units at Chatham and may earn a maximum of eight course units. Students seeking Experiential Learning Credit should discuss their intent with the Assistant Vice President for Academic Affairs.

College Level Examination Program (CLEP)

Chatham currently awards up to nine course units for satisfactory performance on the College Level Examination Program (CLEP) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. A student is advised to take the examinations early in her academic program, and she is required to complete them prior to having earned the equivalent of eight

course units either through transfer credit or through the combination of transfer credit and course work taken at Chatham.





Student Life and Services

An important aspect of a Chatham education is the learning which takes place outside the classroom. Complementing the academic curriculum is a comprehensive program of activities and resources which serves to facilitate each student's personal growth and development. Participation in these activities not only strengthens and adds balance to the academic program but also promotes interaction among students, faculty, and staff.

Being a Chatham woman means being an active, involved member of one's community, now and in the future. Students are urged to select at least one major activity with which to become involved each year. One of the important benefits of attending Chatham is that all activities are easily available to all students, and opportunities for leadership abound.

Dean of Student Affairs

The Office of the Dean of Student Affairs coordinates all non-academic aspects of student life. The objective of this office is to provide a cohesive program of activities and services to meet the extra-classroom needs of Chatham students. The Dean of Student Affairs also is available for confidential discussions on personal matters and offers guidance to individual students, both in identifying and articulating problems and also in choosing the appropriate source of help.

Student Activities

The Student Activities Office provides the Chatham community with a variety of social, recreational, cultural, educational, and spiritual leisure opportunities. In addition, the professional staff participates in providing leadership training and recreational programming advice to all student organizations. The Chatham Recreation Association (CRA), a student organization, and the Stu-

dent Activities Office also sponsor such activities as the Running Club, intramural racquetball, basketball, tennis, volleyball and softball tournaments, and student-faculty volleyball and softball games. Recreational swimming, bowling, and paddle tennis are also available.

Throughout the year there are many activities planned by the Student Activities Office, the Chatham Student Government, and residence hall councils. Among these activities are weekly movies, parties in residence halls, dances in the dining hall, and fireside chats with faculty. Additional Chatham traditions include Fall Fling, Activities Fair, Halloween Party and haunted house, Fickes Eggnog Party, Candlelight holiday concert, Charter Day, Song Contest, Senior-Faculty Dinner, and Spring Weekend.

Students also are encouraged to take advantage of the range of social and cultural events in Pittsburgh. The Student Activities Office offers subsidized tickets to many of the major city events, including Pittsburgh Symphony concerts and theatre productions. During the evening hours, the College operates a mini-bus service to Oakland so that Chatham students can use more easily the facilities and participate more fully in the social life of neighboring colleges or universities.

Student Organizations

At Chatham students play an active role in developing College policy, governing their personal lives, and organizing and promoting recreational, social, and cultural programs. The Chatham Student Government (CSG) is the official governing board of student-related issues and the official representative of the student body. All Chatham students are members of CSG, and all student organizations fall within the responsibility of CSG. These organizations reflect a wide diversity of interests and talents, including the Biology Society, the Coffee House, Black Student Union, Women's Issues Forum, the orientation committee, and the Big Sister Program.

Publications

The College's campus newspaper, *The First Edition*, is open to all who have an interest in journalism. There also is an annual literary magazine, *The Minor Bird*, and the College yearbook, *The Cornerstone*.

Performing Groups

Students with dramatic or musical abilities have a number of ways to develop their talents. They may write, stage, direct, or act in Theatre Department productions during the academic year, which are presented in Chatham's Eddy Theatre or in the experimental theatre-in-the-round PLAYroom. The Chatham Touring Company regularly performs at various Pittsburgh locations

during the academic year. Students also may audition for the College Choir, which participates in campus events, presents its own fall and spring concerts, and through its tours reaches an audience which extends beyond Pittsburgh.

Athletics

Chatham recognizes and fosters the importance of participation in physical activity as part of the college experience. The athletic program includes intercollegiate teams in tennis, softball, volleyball, and field hockey in the Pennwood West Conference. In addition to the varsity program, the athletic office sponsors club basketball and schedules student use of the gymnasium, dance studio, tennis courts, and weight room.

Residential Life

Each Chatham residence hall has a resident director, the Head Resident, who provides counseling and who works with the house council to arrange social and educational activities within the house. In addition, each house contains Resident Assistants, undergraduates who play an essential role in helping their peers to succeed at college. By reaching out as a friend and supportive resource person, the Resident Assistant is able to have a positive effect on a student's initial and ongoing response to the college environment and experience.

Commuting Students

Although primarily a residential campus, a large number of students commute to campus each day. Between classes, commuting students relax in the Day Students' Lounge and the Gateway Lounge. They often join residential students for lunch in the dining hall at a nominal fee. Commuting students are encouraged to participate fully in the wide range of activities and programs. The Day Students' Association and the Gateway Student Association each has a representative in the Chatham Student Government.

Health Services

The Student Health Service at Chatham offers treatment for general medical, gynecological, and orthopedic problems. The College maintains an infirmary on campus under the direction of the College physician and a registered nurse. A physician is available each weekday during specified hours and is on-call for emergencies when contacted by the College nurse. Chatham's physicians are affiliated with Shadyside Hospital's Family Health Center.

All students are required to carry health and accident insurance. Any student not having such a plan can purchase one through the College.

Counseling Services

Individual counseling is available to any student who is

experiencing personal social, family, or academic problems. The Director of Counseling is a clinical social worker who has had extensive experience counseling college students. Counseling is viewed as aiding a student's personal growth and development so that she can derive the maximum benefit from her college experience. Services provided by the Director of Counseling are without charge to the student.

When appropriate, referral to other services is made. The Director of Counseling assists students in obtaining treatment from a private therapist or in participation with off-campus support groups. Psychiatric counseling is available, with a fee, through the College's consulting psychiatrist.

Security

The Chatham College Security Force is in charge of all aspects of campus safety and security, including parking. The Security Office, under the direction of a Director of Security, operates on a 24-hour-per-day basis and is located in Woodland Hall.

Student Rights, Privileges, and Responsibilities

Students, as citizens, have the basic rights guaranteed under the United States Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner with intellectual independence, personal integrity, honesty in all relationships, and consideration for the rights and well-being of others. Students, as members of an academic community, have the privilege to engage in the academic enterprise, participate in cocurricular activities, and reside in a unique living situation which enhances their moral and educational development and which fosters a sense of community. All members of the Chatham community are expected to conduct themselves with integrity in personal and academic affairs and to serve the best interests of the entire community. The recognition of rights and the granting of privileges by the College requires, in turn, responsibilities on the part of the students. These include, in the academic sphere, acknowledgement of the scholarship of others and the responsibility of relying on one's own work and not that of others; in the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

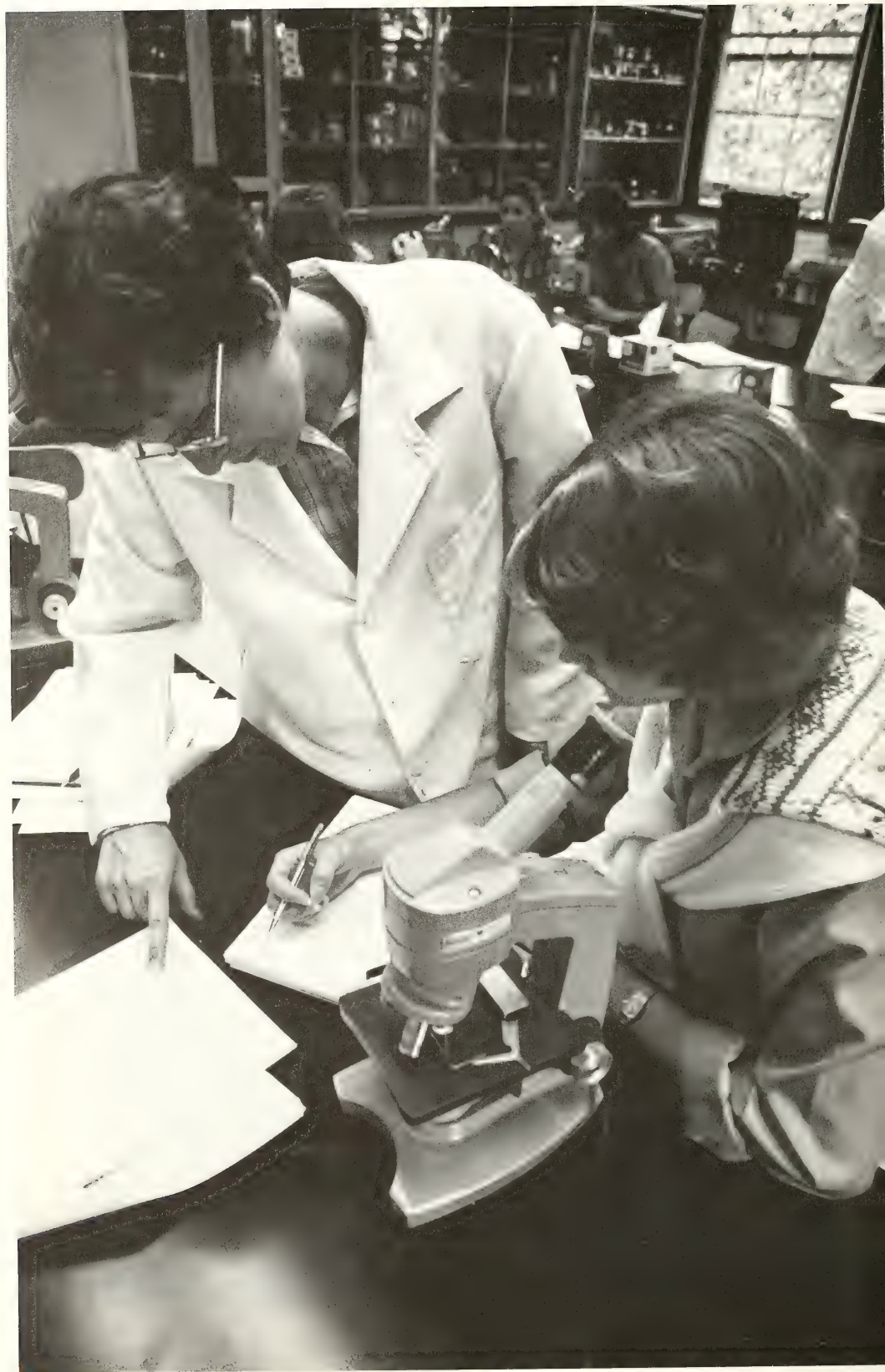
In accepting admission to Chatham College, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules which are

considered by the community as part of its Honor Code. Each year at Opening Convocation each student reaffirms her commitment to the Honor Code.

As part of the educational process, the normal patterns and procedures of the Student Judicial System are delegated to a student board, although final authority for student life lies with the President and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the President of the College or the President's delegated authority. The College provides a forum for students subject to disciplinary proceedings; such proceedings are governed by the rules and regulations outlined in the Student Handbook. Students with academic grievances should confer with the Vice President for Academic Affairs.

The Family Educational Rights and Privacy Act of 1974 gives students the right to review all materials and records which are maintained in their official files. Requests to review records will be honored within 45 days of the date of request. In addition, student records including transcripts, letters of recommendation, etc., will not be released to persons outside the College without written authorization by the student.





Academic Regulations

Academic Credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at 1/2, 1, 1 1/2, or 2 course units according to their listing in this *Catalogue*. Thirty-six course units are required for graduation.

Academic Load

The normal academic load is 9 units per year. The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time and will also be charged on a per-unit basis. A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her academic standing may qualify her automatically or she may petition the Committee on Academic Standing for permission.

Grades

The grades in use are:

A, A-	= Excellent.
B+, B, B-	= Good.
C+, C, C-	= Satisfactory.
D+, D, D-	= Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F	= Unsatisfactory performance; no credit.
NG	= No grade.
I	= Incomplete work in a course.
W	= Withdrawal from course with no penalty.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term.

Schedule Changes

Adding and Dropping Courses. Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date. With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first three weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Vice President for Academic Affairs. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Vice President for Academic Affairs and the Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

Incomplete Grade. The incomplete or I is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. The approval of the Assistant Vice President for Academic Affairs is required. Incomplete grades will not be granted for Interim courses. In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following long term. Failure to do so automatically results in failure in the course.

Withdrawal from Courses. The use of the W grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. A withdrawal period of 8 weeks has been designated during which a withdrawal grade may be issued provided that the withdrawal form is signed by the Assistant Vice President for Academic Affairs, faculty adviser, and course instructor. The signed form must be submitted to the Assistant Vice President for Academic Affairs.

After the withdrawal period has elapsed, the course instructor is required to issue an F or other appropriate grade for a student who has not completed the course. The Assistant Vice President for Academic Affairs is empowered to issue a withdrawal grade after the withdrawal period in the event of illness or extreme personal emergency, provided that the student supplies

supporting documentation.

Pass-Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass-Fail basis rather than under the traditional grading system. Pass-Fail can relieve some of the academic pressure a student may encounter and permit her to explore new fields or new levels of knowledge without apprehension about grades.

Students choosing to take courses on a P/F basis will be graded as follows:

- P = Pass, minimal value C
- LP = Low Pass; equivalent to D
- F = Unsatisfactory; no credit.

At registration, the student declares her option to take a course on the P/F basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only P/F grades. For a few other courses required for certification by outside agencies, the P/F option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course; otherwise, P/F enrollment in a cross-registered course is subject to the rules of the host school.

Exemption and Credit by Examination

A student may be exempted from a course if she shows that she has satisfactorily fulfilled the main objectives of the course. She may also earn credit for a course by demonstrating superior achievement in a special written or oral examination. To take these examinations qualified students should apply to the department or faculty member involved. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 110).

Auditing Courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript. If the student wants to have the audit entered on her transcript, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Work in Absentia

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Vice President of Academic Affairs. In the case of Interim courses, *in absentia* work must be approved by the Assistant Vice President of Academic Affairs.

Terms of Study

Chatham College Honor System. The student shall be responsible for maintaining the academic standards of the College as required by the faculty, the Committee on Academic Standing, and the institution's honor code. Under the Chatham College Honor System, students are expected to be honorable in all academic situations. Integrity in academic matters requires intellectual independence in all types of college work. This independence, of course, does not discourage desirable kinds of cooperation among students such as discussions on outside work as long as the help is a constructive aid in learning. Honesty also demands that due credit be given for any source material. Academic honor includes the student's responsibility not only to refrain from giving or receiving aid on an examination but also to maintain the best conditions for effective work. In accepting admission to Chatham College students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules which are considered by the community as part of its honor code.

Attendance. Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Final Examinations. Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Vice President for Academic Affairs will excuse absence only in the case of illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee is \$10 per course unless waived by the Director of Counseling or Assistant Vice President for Academic Affairs.

Academic Standing. Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she had completed—should be satisfactory. A student whose work does not meet expectations is not in good academic standing; she may be warned, placed on probation, or asked to take a Mandatory Leave of Absence. The Committee on Academic Standing conducts

such review, and the Assistant Vice President for Academic Affairs notifies the student and her adviser of any action taken.

Grade Point Average. A student's grade point average is calculated after the completion of each term; both cumulative and term grade point averages appear on the student's grade report. Pluses and minuses are included in this calculation. If a student repeats a course, both grades earned are counted in the grade point calculation. If a student earns a F grade in a course taken on a Pass/Fail basis, the F is included in the grade point calculation.

Dean's List. To qualify for the Dean's List, a Chatham student must maintain an average of 3.50 or above.

Departmental Honors. Departmental Honors are awarded at graduation to those students who have distinguished themselves in their major field, interdisciplinary area, or multidisciplinary concentration. These honors are awarded at the discretion of the student's department or adviser and are approved by the Chatham faculty.

College Honors. College honors are also conferred at commencement as follows: *cum laude*—a cumulative average of 3.5 to 3.74; *magna cum laude*—a cumulative average of 3.75 to 3.89; and *summa cum laude*—a cumulative average of 3.9 to 4.0. A student must complete a minimum of 18 course units at Chatham in order to qualify for consideration for overall honors. A student who has taken 18 to 23.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 15 letter-graded Chatham course units, exclusive of internships. A student who has taken 24 to 29.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 20 letter-graded Chatham course units, exclusive of internships. Finally, a student who has taken 30 or more course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 25 letter-graded Chatham course units, exclusive of internships. A student who has been re-admitted to Chatham College after an absence of five years or more will state at the time of her re-admission whether or not she wishes to have grades earned in her earlier attendance at the College count in the computation of her grade point average for the purposes of awarding honors.

Other Awards. Special awards also are presented at Closing Convocation each spring to students who have excelled academically and have made outstanding contributions to College and to community affairs. Announced too at Closing Convocation are new members of Phi Beta Kappa, Omicron Chapter, and Mortar Board.

Transcripts. Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript costs \$2. Requests for transcripts should be directed to the Office of the Registrar.

Tutorial Regulations

The final copies of the tutorial are due in the office of the Assistant Vice President for Academic Affairs at the end of the eleventh week of the second term of the tutorial enrollment. The Assistant Vice President will distribute the final copies to the members of the board by the following day. If it seems possible that a tutorial will not be completed by the end of the eleventh week, the tutee will prepare no later than the tenth week of the term a petition requesting an extension to the Committee on Academic Standing. This extension, if approved by the Committee, will not be granted beyond the last day of classes. A petition for extension will be accepted until 5:00 p.m. of the day before the final copies are due. Failure to deliver the final copies of the tutorial, or a petition requesting an extension according to the schedule above, will result in an automatic F grade in the tutorial.

At the end of the first term, the tutor grades the student's work. This grade does not become part of the student's permanent record unless a grade of F is assigned for the second term and the tutorial is not subsequently satisfactorily completed. Upon subsequent satisfactory completion of the second term a single grade will be given for both semesters which will replace the previous grade for 603 (the first term). The previously assigned failing grade for the second term will remain a part of the student's permanent record.

Leaves of Absence

Medical.

On the recommendation of the College physician to the Director of Counseling Services or the Vice President for Academic Affairs, a medical leave may be considered in certain types of illnesses. A student requiring a medical leave should consult the Director of Counseling Services for assistance in applying for this leave.

Voluntary.

A voluntary leave of absence may be granted from the College for participation in an approved study-away program, for study abroad, for study at another college or university in the United States, for purposes of work, travel, and other non-academic experience, for health, or for personal reasons. If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period of time from the Committee

on Academic Standing through the Assistant Vice President for Academic Affairs. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Vice President for Academic Affairs and pay the \$150 deposit by April 20 prior to a fall return or by December 1 prior to an Interim or spring return. If the student needs financial assistance in order to return, she will be given full consideration. Application should be made to the Financial Aid Office.

Mandatory.

Chatham College reserves the right to request a student to take a leave of absence following a review of the Committee on Academic Standing. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student whose scholarship proves unsatisfactory, whose presence in any way jeopardizes the ideals and standards the College seeks to maintain, or whose medical circumstances prevent her from making satisfactory progress toward the degree. In all cases, the student and, when appropriate, the parents or guardian will be notified of this action.

A student may request reinstatement after being away from the College for a specified period of time through a written statement to the Committee on Academic Standing. The written statement should include evidence of a serious commitment to academic study. Specific conditions of reinstatement may be imposed by the Committee on Academic Standing; the student and, when appropriate, the parent or guardian will be notified of these conditions. For the first term following reinstatement, the student's academic standing will be probationary.

Withdrawal from the College

A student who wishes to withdraw from the College during the academic year must complete the Notice of Withdrawal form, which requires authorization from her parent or guardian, in the case of a dependent student. She then submits the form to the Assistant Vice President for Academic Affairs. Her official withdrawal date is the day on which the form is received. Refund of a student's initial \$50 deposit will be made only after the Notice of Withdrawal form has been received. Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health. Students who return to the College after withdrawal (except those on Leaves of Absence) must reapply and be reaccepted for admission. Requests should be sent to the Dean of Admissions along with a \$15 application fee.



Courses of Instruction

Courses listed within the *Catalogue* are subject to change through normal academic channels: new courses and changes in existing course work are initiated by departments or programs and are approved by the appropriate academic officials and committees. Some courses are offered on an alternate schedule, and the College reserves the right to cancel or reschedule courses for enrollment, staffing, or other reasons. Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours). A student who does not meet course prerequisites may petition the instructor concerned for written permission to enter the desired course.

The first digit of the course number indicates the level of the course as follows:

- 7 = Faculty Symposia; open to students with permission of the instructor(s)
- 6 = Tutorial
- 5 = Independent Study
- 4 = Course open to seniors only; to others with permission of instructor
- 3 = Course open to juniors and seniors only; to others with permission of instructor
- 2 = Course open to sophomores,

juniors, and seniors only; to freshmen with permission of the instructor

1 = Course open to any student, provided that stated course prerequisites have been met

0 = Course open to freshmen only.

Core Curriculum

Freshman Core

101. Concepts and Composition.

This course will consider some basic concepts: orders of magnitude, chronology and causation, coordination/opposition, subordination, sets and subsets, interpolation, extrapolation, statements and illustration, validity and proof. It will cover grammar as a mechanism designed to convey these concepts, and it will use several strategies of inquiry as ways of generating and organizing information. Frequent short essays will test the student's mastery of the concepts and control of the language's ability to express them.

100. Gender Roles.

This course is designed to provide the students with knowledge and ideas that will assist them in learning to assume responsibility for their own lives and to exert control over those lives as morally autonomous adults. This

course is the Freshman Interim requirement.

102. Advanced Composition.

Advanced Composition will serve as a review of writing and thinking skills as well as an introduction to the conventions and methods of each academic division.

Sophomore Core

201. The West and the World I.

This course surveys developments in selected major world civilizations from the origins of human history to approximately 1450. Political organizations, economic forms, religions and philosophical views, attitudes toward change and tradition, and cultural and artistic achievements are investigated.

202. The West and the World since 1450.

The interrelationship of civilizations in the modern world is the focus of this course. It examines the development and reasons for Western hegemony and the non-Western response to Western empire building. Political, economic, ethnological, and cultural aspects of this imperialism, its rise and decline, will be investigated.*

Junior Core

301, 302. Science and Technology I and II.

Scientific and technological issues will be presented from the perspective of their historical, philosophical, sociological, political, ethical, and environmental implications.*

Senior Core

401. Learning and Knowing in an Interdependent World.

This course will draw on examples to study the modes of learning and educational attitudes which formed them. It will explore different approaches, extensions, and modifications to demonstrate ways of learning.*

402. Human Values in Comparative Perspective.

This course will examine the values and belief systems in a variety of Western and non-Western cultures. It will address the difficulties of communities which, though separated by different and often competing values, must interact and depend on each other.*

*Course descriptions pending faculty approval.

Faculty Symposium

702. The Arts.

A course which explores the materials, the structure and design, and the forms of expression of the arts of painting, music, theatre, poetry, architecture, sculpture, dance, cinema, the novel, and the short story. An awareness of tradition will be encouraged through the study of the great works of the past as well as those of the modern world.

Pittsburgh Ballet Theatre Cooperative Program

Under the direction of world-renowned dancer and teacher Patricia Wilde, the Pittsburgh Ballet Theatre School provides training in classical ballet, modern dance, and jazz. Affiliated with the Pittsburgh Ballet Theatre, one of the six major professional ballet companies in the country, the School and Chatham operate a cooperative program whereby a student may combine professional training in dance with a liberal arts education. Students take a regular academic program at Chatham, including a major within the College curriculum; each semester, one of the student's four courses is her dance class at the Pittsburgh Ballet Theatre School.

Applicants for this program should follow the usual admission procedure for Chatham College, indicating at the time of their application that they wish to be considered for the cooperative dance program. Applicants also must audition for and be accepted to the Pittsburgh

Ballet Theatre School; auditions must be arranged in advance. Further information is available from the Chatham Office of Admissions.

Art

A comprehensive curriculum of studio art with corollary emphasis on art history, gallery exhibition, and museum collection; major requirements in either studio art or art history track.

Major Requirements in Studio Art:

12 or 13 courses depending on the area of concentration, including Art 101 or 102, 113, 133, 134, independent study, and the tutorial. For a concentration in painting, the student is required to complete two courses in drawing beyond Art 101 or 102, two courses in painting, and one course each in figure drawing and watercolor. For a concentration in sculpture, the student is required to complete Art 117, 212, and 313.

An interdepartmental major or minor in Studio Art may be arranged with permission of the Art Department Chair.

Major Requirements in Art History:

12 courses, including Art 101 or 102, 113, 133, 134, and the tutorial. Students are required to choose two seminars (Art 330, 340, or 350). The remaining four courses should be lecture courses and independent study in art history.

The department offers an interdepartmental major in Art History; the department recommends that each student pursuing an interdepartmental course of study consult with the art history faculty.

Minor Requirements in Art History:

6 courses, including Art 133, 134, one seminar (330, 340, or 350), one course in studio art, and two lecture courses in art history.

Studio Courses

101, 102. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

104. Painting.

The application of color as structure, illusion, and expression through the use of acrylics. Prerequisites: Art 101 or 102 or permission of instructor.

105. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

106. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 105 or permission of instructor. Applied art fee.

113. Fundamentals of Sculpture.

A study of form and space through experimentation in clay, plaster, wood, and metal. Applied art fee.

114. Life Modelling.

A study of the figure as a basis for sculptural expression and design. Prerequisite: Art 113 or permission of instructor. Applied art fee.

117. Introduction to Ceramics.

Techniques of hand-building, throwing, and glazing will be included. Applied art fee.

120. Sand Casting.

Through a series of problems using sand on the Florida Keys as mold material, plaster casts will be made to study the relief form in sculpture. Smaller castings will lead up to a large sand cast mural orchestrated by the instructor. The techniques of multi-sectioned reliefs will be taught. No prerequisites.

122. Environmental and Conceptual Sculpture.

This course utilizes simple but non-traditional materials to transform sites into sculpture entities. Viewers are made to see these formerly pedestrian sites in new and poetic ways.

130. Salt Kiln Building & Firing.

Both technical and aesthetic aspects of the salt firing process. Draft and BTU considerations in kiln design. Also appropriate form designs suitable to salt firings.

145. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground in various media.

146. Practice and Principles of Design II.

A continuation of Design I with emphasis on more advanced problems. Prerequisite: Art 145 or permission of instructor.

193. Visual Studies.

The course aims to acquaint the student with the vocabulary of visual communication, to sensitize her to the element of design, and to alert her to the possibilities and limits of illustrating, documenting, and conveying her ideas through visual media. Class meetings will include discussions of shared readings, analysis of graphic and photographic designs, and criticism of student solutions to assigned design problems.

201, 202. Intermediate Drawing.

Prerequisite: Art 101 or 102 or permission of instructor.

203, 204. Intermediate Painting.

Prerequisite: Art 104 or permission of instructor.

207. Figure Drawing.

The practice of drawing from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 101 or 102 or permission of instructor.

210. Raku Workshop.

An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product in this unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Art 117 or permission of instructor.

211. Watercolor.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 101 or 102 or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, and plaster. The use of hand tools and power equipment will be taught. Prerequisite: Art 113 or permission of instructor.

214. Sculpture: Metal.

Fabrication of metal sculpture through welding, brazing, and soldering will be explored. Prerequisite: Art 113 or permission of instructor.

216. Sculpture: Casting Techniques.

The techniques and aesthetic possibilities of non-ferrous metal casting will be explored in a workshop atmosphere. Prerequisite: Art 113 or permission of instructor.

218. Intermediate Ceramics.

A refinement of basic skills will be emphasized. Prerequisite: Art 117 or permission of instructor.

279. Basic Photography.

A study of the black-and-white photograph; experience with exposure and developing of photographic film and paper; study and practice in the photograph as documentation, representation, and expression. Prerequisite: Permission of the instructor. (See *Communication*.)

301, 302. Advanced Drawing.

Prerequisite: Art 201 or 202 or permission of instructor.

303, 302. Advanced Painting.

Prerequisite: Art 203 or 204 or permission of instructor.

313, 314. Advanced Sculpture.

Prerequisite: permission of instructor.

Applied art fee.

501, 500, 502. Independent Study.**603-604. Tutorial.****Art History Courses****133. Survey of Western Art I.**

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe.

134. Survey of Western Art II.

An introduction to the history of the visual arts in Western civilization from the Renaissance to modern times.

230. Art History Field Trip.

An extensive tour during Interim of major sites and museums in a culturally significant area of Europe (*e.g.*, Rome and Florence, Greece). In consultation with the instructor during the fall term, each student will choose, assemble a bibliography, and prepare a report on an important work to be presented on the site.

246. Italian Renaissance Art.

A survey of 14th, 15th, and 16th century art in Italy, with emphasis on Ghiberti, Leonardo da Vinci, Raphael, Michelangelo, and Titian.

248. Northern Renaissance Art.

A survey of 15th and 16th century art in the Netherlands and in Germany, with emphasis on Van Eyck, Durer, and Bruegel.

253. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780. Prerequisite: Art 133 or 134 or permission of instructor.

258. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

330, 340, 350. Seminar in Art History.**501, 500, 502. Independent Study.****603-604. Tutorial.****Biology**

Broad curriculum with required exposure to all major biological fields, particularly physiology, whole organism, and ecology. Course and career concentration in three tracks: pre-professional, environmental, and health services. Secondary education certification in Biology.

Major Requirements:

For a B.A. or B.S. degree the following are required: Biology 143, 144, 224, 241, 349, 603-604, one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on the exemption examination.

For the B.A. degree, 13 units are required. A minimum of one course unit must be taken from two of the three areas (I, II, III). The areas are as follows: Area I: Bio 221, 223, 301, 307, Chem 338, Psy 241; Area II: Bio 201, 203, 204, 258; Area III: Bio 216, 227, 248, 340. Courses numbered above 200 without an area designation also count toward the major.

For the B.S. degree, 17 course units are required. A minimum of one course unit from each of the three areas (I, II, III) must be taken and three additional course units in mathematics, chemistry, or physics. A year of organic chemistry, physics, and calculus is strongly recommended.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology Department. Chemistry is not required for the minor, but the Biology Department strongly recommends that at least one unit of chemistry be completed.

Interdepartmental Major Requirements:

8 course units in biology including Biology 143 and 144 plus Biology 603-604 or the equivalent in the cooperating department.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology 143-144, these courses will not count towards the major in biology. The courses in the 100 series are Biology 123, Nutrition; Biology 124, Food: Production, Politics, and People; Biology 141, Evolution; and Biology 153, Human Genetics.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients--their composition, functions, metabolism, and sources; food handling and storage; meal preparation and planning; special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, feeding the world's population, and related concerns.

124. Food: Production, Politics, and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

212. Introduction to Gerontology.

A multidisciplinary survey of the phenomenon of aging in animals with special reference to humans. Biological theories of aging will be discussed and related to physical, psychological, social, and economic consequences and implications. Current trends in gerontological research will be studied and related to problems confronting the elderly in our population. Prerequisites: Biology 143-144 or Introduction to Sociology or General Psychology.

216. Freshwater Biology.

The functioning of standing and running freshwater ecosystems will be examined with emphasis on the productivity, energy and nutrient flow, chemical and physical parameters, and the flora and fauna of such habitats. The management, maintenance, preservation, and pollution of these systems will also be considered. 1/2 unit credit. Prerequisites: Biology 143, 144.

219. Immunology.

A study of the basic principles of immunology including evolution, development and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. 1/2 unit. Prerequisites: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental, and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One two-hour meeting per week plus two hours of scheduled discussion. Prerequisite: Biology 143, 144 or permission of the instructor.

241. Genetics

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

290. Introduction to Instrumental Analysis.

This course is designed to provide an introduction to instrumental analysis for students other than chemistry majors. Theory and operation of analytical instruments such as liquid scintillation counter, gas chromatography, UV-visible and atomic absorption spectrophotometers will be covered. Emphasis will be on laboratory work with the instruments.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. Prerequisite: Biology 143, 144.

320. Histotechnology.

Basic microhistological and advanced histochemical techniques will be taught. Students will prepare an extensive slide collection and have the opportunity to visit histological laboratories in pathology departments at several city hospitals. Prerequisites: Biology 143, 144, Chemistry 101 or 103, Chemistry 205, 206.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held in the Florida Keys. Prerequisite: Biology 143, 144 and Biology 201.

349. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Prerequisites: Biology 143, 144.

353. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1/2, 1, 1 1/2 course units.

501, 500, 502. Independent Study.**603-604. Tutorial.**

Black Studies

A study of the history, experience, and literature of Black peoples, designed to foster understanding of a significant culture; available as a minor.

Courses

Education 322. Teaching in an Urban Setting.

Juniors or seniors seeking teacher certification are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black

literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural, and political contexts which influenced the nature of Black writing.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community.

Sociology-Anthropology 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Sociology-Anthropology 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Chemistry

American Chemical Society fully-accredited curriculum, intensive preparation for graduate study, professional schools, and careers in laboratory chemistry. Secondary education certification in Chemistry.

Major Requirements:

B.S. Degree: 14 or 15 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441 or the sequence 328 and 338-340, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 12 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 603, and 604. Required laboratories: 114, 215, 216, and 318. For State Certification in chemistry teaching, two units in biology (Biology 143, 144) are required.

Interdepartmental Major Requirements:

9 1/2 course units. Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, 312, 318, and 322.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements:

8 course units. Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, and one course unit to be selected from the following courses: 312, 318, 322, 328, 338.

101. Chemistry.

Observations, hypotheses, theories, and

laws dealing with the development of modern chemistry. Three lectures, one discussion session, and a three-hour laboratory weekly.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. 1/2 course. Co-requisite: Chemistry 104.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity; stereochemistry; types of organic reactive intermediates; and the chemistry of alkanes, alkenes and aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic type-reactions are included. A discussion of biologically important compounds will be covered during the last third of the term. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis.

236. Industrial Chemistry Seminar.

An overview of commercially important products with stress on the research and development process. Case studies are used to illustrate how the concepts and tools acquired in academic courses are utilized in the industrial development process. Three lectures weekly.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. 1/2 course.

311. Physical Chemistry.

Descriptions of physiochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. 1 1/2 courses. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics.

312. Physical Chemistry.

Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.

Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly with laboratory hours adjusted according to desired credit. 1 or 1/2 course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic, and electromagnetic methods of analysis. Two lectures a week. 1/2

course. Prerequisite: Chemistry 311.
Co-requisite: Chemistry 318.

328. Structure of Biomolecules.

The structure and chemistry of biologically important molecules is developed. The course will sequentially cover monosaccharides (simple sugars), disaccharides, polysaccharides, amino acids, peptides, proteins, nucleic acids, and lipids. 1/2 course. Prerequisite: Chemistry 206.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures weekly. Prerequisite: Chemistry 206 and 328. Co-requisite for B.S. majors: Chemistry 339.

340. Biochemistry Laboratory.

Six hours of laboratory weekly. 1/2 unit. Co-requisite: 338 for B.S. majors.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Advanced Organic Chemistry.

Selective study of organic reactions and theoretical analysis of organic reactivity. The course consists of a) a study of reactions and intermediates in greater depth than that developed in Chemistry 205 and 206, and b) development of theoretical analysis of organic reactivity. Molecular orbital theory and pericyclic reactions constitute a major portion of the course content. Synthesis, synthetic logic, and synthetic methodology are significant minor themes. Prerequisite: Chemistry 206, 216, and 311.

501, 500, 502. Independent Study.

603-604. Tutorial.

Communication

A civilization's means of informing and

persuading its members; audience, function, techniques, and technology. Emphasis on writing for the media, production methods and application of presentational skills to other disciplines.

Major requirements:

12 courses in Communication including the tutorial. All majors must complete Communication 101, 106, 174, 195, 202, 251, 260, 302, 2 units of tutorial, and 2 electives from the Communication curriculum.

Interdepartmental Major

Requirements:

7 courses in Communication exclusive of the tutorial. All interdepartmental majors must complete Communication 101, 106, 174, 251, 302, and two of the following courses: 260, 279, 283, 291.

Minor Requirements:

6 courses in Communication including 101, 106, 174, 202, 251, and 260.

Courses

101. Foundations of Human Communication.

A survey of the nature and impact of human communication. Beginning with an overview of the field, the course surveys symbolic bases and functions of communication, traditional media and new technologies, and the contexts of communication, *i.e.*, interpersonal, group, organizations and mass communication.

106. Mass Communication and Modern Society.

The effects of mass communication on individuals and society, particularly as they relate to values and ethics, will be examined. The course will emphasize the history and structure of the mass media. Prerequisite: Communication 101 or permission of the instructor.

174. Theory and Criticism of Visual Design, Moving Image and Layout Communication.

This course introduces students to

communication design imagery as applied to page layout, photography, television, and motion pictures. Emphasis will be on the theoretical guidelines applied to production variables in media communication. Students will be involved in creative problem-solving exercises for print and non-print media. Additionally, there will be critical evaluations of magazine layout, television programs and commercials, and selected segments from motion pictures. Prerequisite: Communication 101.

195. Projection and Display Media Production.

This laboratory course examines message design for display and projected media for a variety of communication settings, ranging from business meetings to large group lectures to trade show exhibitions. Topics include the preparation of overhead transparencies, title and graphic slides, flip charts, mounted materials, and two- and three-dimensional displays. Students will become acquainted with media options for a variety of communication settings. Prerequisite: Communication 174. Enrollment limited to 14 students.

202. Communication Systems and Theories.

A critical study of the major contemporary theories of communication, beginning with an analysis of the goals of theory construction in the social sciences. Students will explore the applications of theories, models, and concepts and will explore alternative systems in specific research contexts. Prerequisite: Communication 101. Prerequisite or co-requisite: Communication 106.

251. News and Feature Writing.

A course designed to introduce students to basic journalistic techniques of the print media with special emphasis on the structure and preparation of news and feature articles. Students will learn how to research, document, develop, and write articles suitable

for publication. Students will be expected to work on the school newspaper or publish articles elsewhere and begin a portfolio. Prerequisites: Advanced Composition or the permission of the instructor. Enrollment limited to 16 students.

260. Writing for Public Relations.

This course will cover public relations writing assignments, for example, news/press releases, brochures, fliers, speeches, and public service announcements to introduce students to writing and editing styles for public information and advertising. Students will work with problems of language usage and style in the preparation of copy for publication. This course may require students to contribute to college publications. Prerequisite: Communication 251. Enrollment limited to 16 students.

279. Photography I.

This course is designed to introduce students to the basic techniques of exposure and development in black and white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Prerequisite: Communication 174 and permission of the instructor. Enrollment limited to 14 students. Photography lab fee.

280. Photography II.

This course is designed to acquaint students with several darkroom and photo processing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition in the photo essay, photojournalism, product and advertising photography. Prerequisite: Communication 281 and permission of the instructor. Enrollment limited to 14 students.

Photography lab fee.

283. Video Production I.

A basic course designed to acquaint the student with all phases of video production. Topics include pre-production planning, lighting, camera operation, sound recording, editing, and small studio/control room operations. Prerequisite or Co-requisite: Communication 294. Enrollment limited to 12 students.

284. Video Production II.

An advanced course designed to acquaint the student with small studio productions and video documentaries. Heavy emphasis will be placed on scripting, shooting, editing, screening, and evaluating complete video productions. Students will also have the opportunity to do audio dubbing, sound mixing, and sound effects. Prerequisite: Communication 285. Enrollment limited to 12 students.

291. Layout and Basic Design.

An introduction to the methods, tools, language, and techniques used by the graphic designer to bring artwork and copy to the final printed page. Emphasis will be on graphic style, form, message content and response to graphic media. Students will have the opportunity to do creative problem-solving projects over the entire semester. In addition to traditional layout methods, students will work with computer graphic techniques. Prerequisite: Communication 174. Enrollment limited to 16 students.

292. Applied Graphic Production and Design.

Through laboratory and darkroom work, students will be introduced to print media and offset reproduction. Topics include preparation, presentation and preservation of graphic artwork, scaling and percentage calculations, line exposures, enlargement and reduction, montage techniques, line conversion, halftone and surprints, screen tints, tonal separations for

posterization, reversal masking techniques, stat work, and color separations. Students will complete a graphic arts portfolio. Prerequisites: Communication 174, 261, and 291.

294. Writing for Audio-Visual Productions.

This course introduces students to script preparation beginning with basic storyboards and culminating with a finished written script. The topics include defining objectives, content research, visual-audio time sequencing, audio pacing, word/picture continuity, editing, and sound effects. Prerequisites: Communication 251. Enrollment limited to 16 students.

302. Junior Seminar.

This course will consist of a critical analysis of selected issues in the field. It will examine various social and behavioral science research methods. Students will develop their abilities to conduct research, present their ideas before others, and argue persuasively. The student will be expected to prepare a tutorial proposal as part of the course.

304. Emerging Communication Technologies.

This course is concerned with the newest forms of communication technologies, such as cable TV, computers, and satellites. Policy options for future developments and societal implications of an electronic culture are studied.

305. Intercultural Communication.

This course is designed to provide the student with an adequate appreciation of the complexities involved in the process of intercultural communication and an understanding of the specific forces which shape the thoughts, feelings, and behaviors of various cultural groups. It also explores the diffusion and adoption of innovations, particularly in less developed countries.

500, 501, 502 Independent study. 603-604 Tutorial.

Economics and Management

Initial curricular focus on the technological, fiscal, and human environment, supplemented by specific advanced major tracks in Economics, Management, or International Business.

In our technological society a successful administrator, entrepreneur, or researcher is one who can understand the impact of and deal with change effectively. The opinion of a growing number of professionals is that students graduating from programs emphasizing the liberal arts are better prepared to understand and manage change than others more narrowly educated. It is the purpose of Chatham's Economics and Management Department to complement the student's liberal arts training by providing her with the fundamental tools necessary to comprehend the technical as well as human environment in which we work. The program is designed to provide a general foundation as well as concentration in an area of the student's choosing. To this end the student's first step is to take courses in economics, accounting, management theory, and statistics. Once these courses are completed she will decide on a concentration in management, economics, or international business. After this decision she will take a second set of courses specifically designed to introduce her to more advanced topics in these specific areas. The final stage will be to investigate in greater depth some aspect of her interest through the senior tutorial.

Major Requirements:

1. Management: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 223, 300, Mathematics 110, and one approved internship. In addition to the above each student is required to take at least four of the following courses: Economics and Management 206, 310,

311, 324, 335, 340, 347, 385, or Political Science 228.

2. Economics: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 230 or 310, 231, 301 and Mathematics 110. In addition to the above each student is required to take at least four of the following courses: Economics and Management 311, 351, 356, 358, 362, 370, 374, 385, or 393.

3. International Business: 16 courses including the tutorial in Economics and Management. To fulfill the major requirements a student must take Modern Languages 205, one Modern Languages civilization course, and an approved translation course. Additional required courses include Economics and Management 101, 102, 105, 222, 240, 351, 310 or 311, 300 or 301, Political Science 104 and Mathematics 110. Finally, the student must take one of the following: Economics and Management 356, 358, or Political Science 217.

Although the courses are not part of the major requirements, Mathematics 107 and 108 (Models, Calculus, and Decisions I and II) should be considered prerequisites for those students going on to graduate school.

Interdepartmental Major Requirements:

1. Management: 10 course units including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 335, plus any three others within the department.

2. Economics: Ten courses including the tutorial, including Economics and Management 101, 102, 231, and 230 or 310. The student must take four additional courses within the department.

3. International Business: To meet the interdepartmental requirements the student must take Economics and Management 101, 102, 105, 222, 240, 351 plus Modern Languages 205.

Minor Requirements:

A minor in Economics and Management will consist of at least six courses drawn from departmental offerings.

101. The American Economic System: Macroeconomics.

The concepts of national income and output are analyzed, and emphasis is placed on factors which influence the level of economic activity, unemployment and inflation, including fiscal and monetary policy and the role of international economics.

102. The American Economic System: Microeconomics.

The role of the consumer and producer is studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics and Management 101.

105. Organization and Management Theory I.

This course provides opportunities to learn about human organizations, their structure, function, and performance, and the interrelationships of these elements; about people, their behavior in groups and as individuals functioning within organizations; and about the nature and essence of managerial work and the roles, tasks, and responsibilities of the manager.

206. Organization and Management Theory II.

This course investigates the entire range of relationships comprising the manager's world in the contemporary organization, identifies what categories of actions to develop, and integrates these with knowledge of organizations as human systems and dynamic entities. Prerequisites: Economics and Management 101, 102, and 105.

222, 223. Financial Analysis and Managerial Accounting I, II.

This course is designed to enable the

non-accountant to gain an understanding of basic accounting theory and commonly-used accounting terminology and practice. Students will be taught the objectives of basic financial statements, how to read the financial statement captions and supporting data, and how to interpret the financial data presented. The focus of the course is upon principles, objectives, and interpretation rather than bookkeeping techniques. Prerequisites: Mathematics 106 or equivalent.

230. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system, and monetarism are considered in depth. Prerequisites: Economics and Management 101 and 102.

231. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisites: Economics and Management 101 and 102.

240. International Business.

A course in the problems, procedures and techniques of conducting international trade. Background is provided on the relationship between multinational corporations, international financial markets, and government agencies. Multinational corporations' strategic formulation of product policy research and development, production, and supply systems as well as financing of international operations are examined. Prerequisites: Economics and Management 101, 102, and 105.

300. Organizational Research and Quantitative Methods.

This course will deal with the fundamentals of research and quantitative

methodology in the social sciences with specific emphasis on research in the organization. Designed for those who may both use research and produce it, issues include evaluating the research of others; the manager-researcher relationship; scientific method; research process, design, and measurement; and data collection, analysis, and reporting. It is highly recommended that Mathematics 110 be completed before enrolling in this course.

301. Econometrics.

This course provides an introduction to the theory and application of the estimation of economic relationships. The first half of the course is devoted to rigorously developing the statistical building blocks of econometrics. The second half encompasses an in-depth survey of econometric methods and the problems of regression analysis. Prerequisites: Economics and Management 101, 102, and Mathematics 110.

310. Money and Banking.

The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisites: Economics and Management 101 and 102.

311. Corporate Finance.

Evaluation of investment and portfolio decisions from the viewpoint of the corporation. Working capital management, security analysis, investment theory, as well as the concepts and techniques employed in the procurement of financial resources and their allocation to productive investments are analyzed. Selected current topics in the economics of financial markets will also be discussed. Prerequisites:

Economics and Management 101, 102, and 222.

324. Federal Tax Accounting.

This course is designed as the first course in federal taxation for the undergraduate student. The primary emphasis of the course is on the income taxation of individuals, but the course also includes an overview of the federal taxation of other forms of business organizations (e.g., corporations, partnerships). The focus of the course is on developing knowledge of the tax law and its application. Prerequisites: Economics and Management 222 and 223. Enrollment is limited to 30 students.

335. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service, or to interest potential clients, members, or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations, and the media will also be explored. Prerequisites: Economics and Management 101, 102, and 105.

340. Business Law.

An introduction to the substantive law which every day affects and controls the activities of business organizations as well as citizens in our society. The course offers a broad survey which examines the preponderant body of law, its processes, development, principles, terminology, and rationale.

347. Non-Profit and Volunteer Systems.

This course offers an understanding of the non-profit organization and of its frequent utilization of volunteerism. Organizational theory applied to the non-profit sector will be explored. Organizational structures and management styles which are appropriate for the non-profit organization will be presented. The nature of volunteerism

and issues of volunteer motivation will be discussed. Case studies and guest speakers will be utilized to examine particular types of non-profit organizations. Examples to be used include educational, health care, artistic and cultural, charitable, and professional organizations. Prerequisites: Economics and Management 101, 102, and 105.

351. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisites: Economics and Management 101 and 102.

356. Comparative Economic Systems.

This course concentrates on developing a methodology which allows the student to compare objectively one economic system with another. Several case studies of centrally planned and market economies are presented and structurally analyzed. The forces underlying systemic change are explored in a contemporary as well as historical context. Prerequisites: Economics and Management 101 and 102.

358. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics and Management 101 and 102.

362. Public Finance.

An analysis of governmental revenue,

expenditure, and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisites: Economics and Management 101 and 102.

370. Seminar on Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, Marshall, and Keynes. Prerequisites: Economics and Management 101 and 102.

374. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time, and the economic effect of union and government labor policies. Prerequisites: Economics and Management 101 and 102.

385. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, *e.g.*, antitrust laws and regulatory commissions. Prerequisites: Economics and Management 101 and 102.

393. Urban Economics.

A study of the evolution and function of cities as well as an analysis of the causes and symptoms of the urban predicament. Discussion of a host of topics concerning metropolitan areas, including economic development strategies, land use patterns, mass transit,

poverty, housing, finance, education, and environmental quality. Prerequisites: Economics and Management 101 and 102.

395. Special Topics.

This course reviews the latest developments and technology in the emerging field of human resources management. Readings and case studies are used to assess and evaluate alternative approaches in the areas of staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The overall emphasis of the course is to understand these elements of human resources management within an integrated systems approach. Prerequisites: Economics and Management 101, 102, 105, and permission of the instructor.

500, 501, 502. Independent Study.

603-604. Tutorial.

Education

Synthesis of certified education sequence with major in an academic discipline. Pennsylvania Department of Education-approved for Early Childhood (N-3), Elementary (K-6), and Secondary Education; reciprocal certification with other states.

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for nursery-third or kindergarten-sixth or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements of the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet

exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, chemistry, English, Spanish, French, German, mathematics, and comprehensive social studies. Students who are seeking recommendation for certification in secondary English education are required to take, in addition, English 141, 243 or 244, and Drama 192. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public and independent schools throughout the early childhood, elementary, and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

Courses

102. Seminar in Education.

Students examine the role of the teacher and the school in the past and in contemporary society. Selected educational issues and specific topics are analyzed; for example, the characteristics and needs of exceptional children, the role of technology in education, the responsibility of the school for values education, and

school-community relations. A one-half day per week field experience in the Pittsburgh Public Schools is required. Not open to first-term freshmen.

201. The Expressive Arts in Education.

The course consists of experiences in art, music, and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. A one-half day per week field experience is required. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, are tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing

the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the uses of the microcomputer in the classroom. This module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

212. Elementary School Curriculum.

Students engage in seminars, accompanied by experiences in the field, and examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches gathered from appropriate readings are tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the use of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his or her intellectual, social, and emotional growth and development. Students gain experience in the

administration, scoring, and interpretation of a variety of tests and measurements and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion, and problem-solving activities, students gain competencies and explore alternative strategies for dealing with classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. (Conducted at Carnegie-Mellon University). Prerequisite: Education 102, 208.

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social, and emotional growth. Educational and social philosophy are stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents, and planning programs for the entire age range, as well as competency in the area of critical evaluation of tests and methods. A one-half day per week field experience is required. (Conducted at Carnegie-Mellon University) Prerequisite: Education 102, 208.

220. Group Independent Study: Microcomputers in Education.

Students are introduced to the uses of microcomputers in the classroom. They have hands-on experience in the computer laboratory where they will explore programs such as LOGO, PILOT, and Bank Street Writer. Field trips and

readings acquaint them with current practices.

222. Principles of Secondary Education.

The course focuses on the characteristics of the secondary school student and the structure and climate of the high school. Students examine the nature of adolescent development; the implications of the cognitive and affective characteristics of adolescents for selecting instructional methods and designing curricular materials; and the structural features of typical secondary schools. A brief introduction to comparative education is provided through an investigation of secondary education in selected areas outside the United States. A one-half day per week field experience is required. Prerequisite: Education 102.

321. Teaching Methods for the Secondary and Adult Level.

Students investigate a range of teaching strategies and classroom management techniques in the context of their major fields of specialization. Individualized reading assignments in appropriate professional literature encourage students to develop familiarity with the most effective teaching approaches for their disciplines. Opportunities to practice teaching methods and behaviors are provided through undergraduate teaching assistantships in students' major departments. Motivation, evaluation of student achievement, and individualization of instruction are considered. An open-ended module introduces students to the uses of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. Each student designs a teaching unit as a final project. A one-half day per week field experience is required. Prerequisite: Education 102, 222.

322. Teaching in an Urban Setting.

Juniors or seniors are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. In this course, based upon the premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools and independent schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also *Black Studies*.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chair. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chair. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level under the guidance of an experienced teacher and a faculty member of the Education Department. Conferences with the supervising teacher, college supervisor, and faculty from the major department, when appropriate, provide the student teacher with support and direction throughout the student teaching experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chair. 2 course units.

501, 500, 502. Independent Study. 603-604. Tutorial.**English**

Exploration of literary imagination and expression through historical periods, genres, works, and authors. Intensive training in writing and sensitivity to writing, English and American literary history, and primary works of literature. Secondary education certification in English.

Major Requirements:

12 courses including the following: the tutorial; three courses in historical periods before 1900 (*i.e.*, 210, 211, 213, 214, 216); Shakespeare; an upper-level course in expository writing (*i.e.*, 103); and at least one 300-level seminar. English 102 does not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 103 (Expository Writing II), English 222 (Shakespeare Survey), three courses which cover materials in different historical periods before 1900, and three electives. One of the courses taken should be on the 300-level. The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 103 (Expository Writing II), English 222 (Shakespeare Survey), and at least two courses which cover materials in different historical periods before 1900.

Courses**102. Expository Writing I.**

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

110. Literary Studies I: Content and Form.

Although the specific literary topic of the course changes from semester to semester, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form; and introduction to critical approaches and to bibliographic methods and procedures culminating in the writing of a research paper. Open to freshmen and sophomores; recommended for all students contemplating an English major.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also *Black Studies*.)

210. Early British Literature.

A study of major Anglo-Saxon and medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, Fitzgerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of the *Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and

cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth-century English novels both as art and as reflections of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Moliere, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

240. Classicism, Romanticism, and Realism.

A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth,

nineteenth, and twentieth centuries.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

322. Special Topics.

Upper-level seminar with alternate topics.

322A. Thomas Hardy.

A study of Hardy's major novels as literary art and as a reflection of nineteenth-century attitudes.

322B. Shakespeare's Problem Plays.

An intensive study of Shakespeare's five tragi-comedies: *The Winter's Tale*, *Cymbeline*, *All's Well that Ends Well*, *Measure for Measure*, and *Troilus and Cressida*. Prerequisite: English 222.

322C. Mark Twain.

A study of selected works of Twain within the context of American literature and the tradition of American humor.

322D. English Medieval Drama.

A study of medieval English drama from interdisciplinary perspectives: texts, art, historical documents, medieval staging, modern productions. Appropriate for interested non-majors.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism by the study of literary theory and

critical methods and by the application of critical principles.

501, 500, 502. Independent Study.

603-604. Tutorial.

A two-semester investigation of a significant literary problem.

History

Combination of traditional history with social history; focus on family life, working and leisure patterns, ethnic groups, women's roles, as well as historical periods and countries. Secondary education certification in Social Studies.

Major Requirements:

12 courses including History 101, 102, 151, 152, 347, at least three additional courses at the level of 200 or above exclusive of the tutorial, and the tutorial.

Interdepartmental Major Requirements:

8 history courses including either 101 and 102, or 151 and 152, 347, and at least two additional courses at the level of 200 or above. The above requirements do not include the tutorial, which need not be directed by a member of the History Department but must contain some significant historical dimension.

Minor Requirements:

6 history courses including either History 101 and 102 or 151 and 152. Two of these courses must be at the 200-level or above.

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and

economic structures.

102. The History of Western Civilization Since 1600.

A survey of the various aspects of Europe's transformation from feudal agrarian and simple commercial life into advanced industrial capitalism, and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

145. The Modern Middle East.

The Ottoman Empire to the present. Examination of forces shaping the modern Middle East. Rise and fall of the Ottoman Empire, western impact and responses to it. Origins and development of nation-states, Arab search for independence and political community, the struggle for Palestine, inter-Arab rivalry, and the prospects for future stability are examined.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial

life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization, and immigration, and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

153. Pittsburgh Social History and Architecture.

An examination of how Pittsburgh evolved from frontier town to emporium of westward expansion, to manufacturing city, to modern metropolis. Particular focus upon how people lived (worked, played, shopped, traveled, etc.) within the city, and how the city became more liveable. Also emphasis upon topography and architecture—the setting for human activity.

158. History of Sport.

The course surveys the history of sport from pre-industrial society forward with a focus on the 19th and 20th centuries. Consideration of professional sport will be balanced by that of amateur sport. Both yesterday's sandlots and today's moneyball will be placed in their socio-political contexts. Topics include women in sport, drugs, gambling and other abuses, and collegiate athletics. A major focus is the role of sport in the making of Black Pittsburgh.

161. Fifties, Sixties, Seventies: Post-World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals and the alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology, and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

173. Colonial Latin America.

This course covers pre-Columbian Indian society, the European conquest, and subsequent colonial development. Topics include the evolution of the social structures within which Amerindians, Africans, and Europeans lived and worked, colonial economies and labor systems, the wars for independence, and the area's relation to international political and economic dynamics.

174. Modern Latin American History.

Modern Latin American history spans the late 19th and 20th centuries. Beginning with the Porfiriato and the Mexican Revolution, it combines consideration of internal social dynamics (such as immigration, race relations, and the land) with Latin politics (populism, authoritarianism, and revolution) and the international relations (the emergence of neo-colonialism, foreign international relations (the emergence of neo-colonialism, foreign international relations and intervention, and multi-nationals). The course will focus on Mexico and the PRI, Fidel's Cuba, Allende's Chile, and the long-brewing upheavals in Central America. Films about Latin America will be shown.

187. Afro-American History.

Survey of the sagas of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American

in American civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of Byzantine Europe. Prerequisites: two 100-level courses in history or permission of the instructor.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics. Prerequisites: two 100-level courses in history or permission of the instructor.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth-century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Prerequisites: two 100-level courses in history or permission of the instructor.

221. Europe in the Nineteenth Century.

After a brief overview of the *ancien régime*, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution, and the Industrial Revolution. Topics to be considered will range from the

impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture.

Prerequisites: two 100-level courses in history or permission of the instructor.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity, and revived European influence in international relations as a "third force."

Prerequisites: two 100-level courses in history or permission of the instructor.

230. History and Literature of London.

The class will read about London in history and literature, visiting the sites and experiencing the settings described in the readings. Prerequisites: two 100-level courses in history or permission of the instructor.

232. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen rights under law, as well as our legal and governing institutions. Prerequisites: two 100-level courses in history or permission of the instructor.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of

our nation's history and the framework of ideas which undergird these events. Prerequisites: two 100-level courses in history or permission of the instructor.

263. The Family in American History.

This course examines the major changes and continuities in family life in the United States since the colonial period. Topics include demographic patterns, family roles and functions, family structure, child-rearing attitudes and practices, and the success of the American family over time. Prerequisite: Western Civilization or U.S. History Survey.

264. History of Work and Leisure in Western Society.

This course examines forms of work and leisure in western society in the past and traces the major changes and continuities in these basic human activities from approximately 1600 to the present. Selected themes and topics are investigated in both historical and contemporary contexts, for example, work satisfaction, women's work roles, the development of the work ethic, and perspectives on the purpose of leisure activities. Future prospects for work and leisure in a post-industrial society are considered. The primary focus is on the western European experience; some American examples are presented for comparative purposes. Prerequisites: two 100-level courses in history or permission of the instructor.

265. American Labor History Before 1890.

The course considers working people, their work, ideas, and struggles from colonial society until the 1890s. It focuses on the transition from agrarian to industrial society, the making of an American working class, the impact of evangelism, gender, race, immigration, and the working people's roles in the Revolution and the Civil War. Prerequisites: two 100-level courses in history or permission of the instructor.

266. Twentieth Century American Labor History.

Labor History studies how American workers, their work and consciousness, have changed in the 20th century. It examines the changing composition of the workforce (race, ethnicity, and sex), scientific management and technological change, the larger political/economic picture and situates workers' movements and struggles (from Homestead 1892 to the Miners for Democracy) within this context. Prerequisites: two 100-level courses in history or permission of the instructor.

347. The Pursuit of History: Process and Product.

This course focuses on the nature of the discipline of history as both process and product. The course begins with a brief overview of the development of historiography and examines the diversity of current historical practice through a consideration of main themes and new trends in historical research. Prerequisites: one 200-level course in history or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Information Science

An information science curriculum to produce educated information managers who can use computer technology with an awareness of its social, economic, cultural, and ethical effects.

Major Requirements:

12 1/2 courses in the department, including the tutorial. Required courses include Information Science 102, 201, 202, 207, 283, 322 and an approved internship. Three additional courses are to be selected from Departmental offerings. In addition, Mathematics 106 and an approved course in statistics are also required.

Interdepartmental Requirements:

8 courses exclusive of the tutorial, including Information Science 201, 202, 283, and 322, and a tutorial reflecting substantial mastery of Information Science are required.

Minor Requirements:

6 courses including Information Science 102, 201, 283, and three others selected from departmental offerings must be completed.

Courses**101. Introduction to Information Science and Computer Science.**

Students study how the information environment—an assembly of computers, communication systems, libraries, and people—can be organized to handle information efficiently. Fundamental computer programming techniques are presented; microcomputers using the BASIC programming language are utilized. In the computer lab, each student is expected to develop some proficiency in programming, data base management, spreadsheets, and word processing.

102. Foundations of Information Science.

Introduction to the concepts, principles, and theory of information science. Topics covered are the need for information, information-seeking behavior, information processing, information analysis, and the evaluation of information. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

201. Intermediate Computer Science.

An intermediate-level computer science course which explores computer organization, operation, and data representation. Computer languages, file handling, and algorithms are studied. Students develop projects in PASCAL. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

202. Data Structures.

A study of algorithms and data struc-

tures for the manipulation, storage, and retrieval of information in a computerized environment using primarily PASCAL. Linear lists, strings arrays, stacks, representation of trees, graphs, and multi-linked structures as well as iterative and recursive programming techniques will be presented. Prerequisite: Information Science 201.

207. Operating Systems.

A theoretical study of the structure of operating systems. Physical input-output, buffering, interrupt processing, multiprogramming, program scheduling, virtual memory, paging, processor scheduling, device queuing, stacks, and resource management interdependencies will be presented. 1 1/2 course units. Prerequisite: Information Science 201.

250. Internship.

Prerequisites: Information Science 202, 284.

283. Data Base Management Systems.

This course is a study of relational data base management systems and their applications to a wide range of information processing needs. Students will design and implement data base management systems in dBase III while they are being introduced to a conceptual model of a data base environment comprised of five basic components: data bases, data base management systems, data dictionary/directory systems, data base administration, and user system innerfaces. Prerequisite: Information Science 101.

284. Information Systems Analysis.

This course develops an understanding of a systems approach to the statement and solution of a broad class of information problems. Initially, activities focus on recognizing the need for or existence of information systems, particularly in decision-making situations. Thereafter, emphasis is placed on specifying system objectives, developing systems analysis proposals, and knowing the tools and techniques involved in

detailed systems investigations. Prerequisites: Information Science 201 and 283.

285. Information Retrieval Systems.

Students will explore major classification schemes as well as various subject indexing techniques including permuted key work indexing, PRECIS, MEDLARS, LCSH and citation indexing. They will become familiar with the major bibliographic utilities and will learn to use thesauri effectively or search strategy development. Prerequisites: Information Science 201 and 283.

287. Information Counseling.

This course will cover the diagnosis of information needs and the behaviors people use to satisfy these needs, with a focus on developing a taxonomy of information-seeking behaviors that can be used in information counseling. Information counseling techniques will also be presented. Prerequisite: Information Science 102.

320. Special Topics in Information Science.

This course will cover a variety of topics of interest and concern to information scientists including artificial intelligence, legal issues involved in copyrights and licenses for software, the right-to-privacy issue in large data bases, and various aspects of management theory as it applies particularly to the management of information, a critical corporate resource. Electronic data processing auditing will also be addressed and its implications in system design. Other topics will be added as relevant and/or appropriate. Prerequisite: Information Science 283.

322. Telecommunications and Networking.

The study of telecommunications theory and interconnected stations and data bases from simple local area networks to transcontinental networks. Prerequisite: Information Science 101.

500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop, and implement a project for that organization. 1/2 or 1 course units. Prerequisites: Information Science 201 and 284.

603, 604. Tutorial.

Mathematics

Sequential curriculum, concentrations leading to graduate study, corporate or government employment, and secondary or elementary teaching certification. Application of mathematics to sciences, economics, information science, and decision-making, among others.

Major Requirements:

12 courses in mathematics, including Mathematics 327, 341, and the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: *e.g.*, logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in Mathematics Courses:

Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. The Mathematics Placement Examination is administered at the beginning of the fall term and by

appointment at other times. Recommendations on placement are sent to the student and the student's adviser. The Mathematical Skills Program provides opportunity for development of mathematical skills prerequisite to enrollment in introductory courses in mathematics. Upon completion of the Mathematical Skills Program a notation is made on the student's transcript. After a student has completed the Mathematical Skills Program, satisfactory completion of the Mathematical Skills Achievement Examination is required for enrollment in introductory courses in mathematics.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence 101-102 and 221 or the sequence 107-108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

Minor Requirements:

A minor in mathematics consists of six to eight courses in mathematics, including Mathematics 221. Courses in computer science, information science, or statistics may be included with permission of the department.

Courses

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

106. Numbers, Functions, and Graphs.

A link between secondary school mathematics and college-level calculus. Development of essential skills in geometry and algebra. Measurement and approximation. Coordinate systems. Relations and functions and their graphs. Introduction to the computer. Solution sets for equations and inequalities. Analysis and solution of statement problems with applications to biology, chemistry, economics, management, and physics. Prerequisite: two years of college preparatory mathematics and satisfactory demonstration of prerequisite skills on the Mathematics Placement Examination or the Mathematical Skills Achievement

Examination.

107. Models, Calculus, and Decisions I.

Mathematics of finance. Matrices and their applications. Use of BASIC in solving some problems in finance and matrices. Linear programming. Functions. Linear and quadratic models, curve-fitting techniques, and their applications to economics and management. Exponential and logarithmic functions and their applications. Limits and continuity. Derivative and differential. Techniques of differentiation. Prerequisite: Mathematics 106 or equivalent.

108. Models, Calculus, and Decisions II.

Trigonometric functions and their derivatives. Application of derivatives to graphing functions and optimization. Antiderivative and techniques of antidifferentiation. Definite integration and applications to economics and management. Prerequisite: Mathematics 107 or equivalent.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. 1/2 course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal

finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. 1/2 course.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of R^n ; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills. Emphasis both on developing mathematical tools and on the foundations of physics and the

dependence of physical concepts on these foundations. Topics: multi-dimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108, or equivalent.

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.

Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327: topology of \mathbb{R}^n , vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of

a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

Communication tools for an economically, socially, and politically interdependent world. Intense language study to develop breadth of perspective, depth of cultural understanding, sensitivity to one's own language, and career flexibility. Secondary education certification in French, German, and Spanish. The German major is available only to students who have declared this major by the end of the Fall term 1985.

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

10 courses in French including the tutorial. French 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in French literature and/or civilization.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in German literature and/or civilization.

The German major is available only to students who have declared this major

by the end of the Fall term 1985.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in Spanish literature and/or civilization.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in German, French, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French

101. Elementary French I.

An introduction to understanding, speaking, reading, and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

127. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. Given in English. Not considered part of French major.

140. Paris: The Study of a City.

A study of Paris as the ever-prevailing center of French culture and civilization: its role in French life and history; its growth and development; its political, economic, and artistic importance; city-planning and 20th-century urban problems; decentralization. Profiles of the city: its inhabitants, its geography, architecture, museums, schools, theatres, parks, restaurants; its municipal government, transportation, industries, commerce, tourism. Teaching materials: slides, brochures, maps, newspapers, illustrated books and magazines. Individual research explorations. May apply to French major and may replace French Civilization. Given in English. Students taking the course for major credit required to do outside readings and reports in French.

150. *Cherchez la Femme*.

An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Molière, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English. This course is not considered part of the French major.

160. Simone de Beauvoir.

A study of France's most celebrated woman of letters: author of the feminist classic *The Second Sex*, co-originator with Jean-Paul Sartre, of the major French school of existentialist philosophy, biographer, essayist, and Goncourt prize-winning novelist. All readings and class sessions in English. Not considered part of the French major.

203. Intermediate French I.

A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written résumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports, may serve as introduction to advanced courses in French literature. Prerequisite: French 204 or departmental placement.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or departmental placement.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques*, and dramatic theory. Prerequisite: French 207, 208, or departmental placement.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I. Theatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginnings to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Moliere. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II. Theatre from 1750-1950.

A comprehensive study of the nineteenth century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207 or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: Explication de Textes.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 207 or departmental placement.

222. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la post-nouvelle critique" of the present day. Prerequisite: French 207 or departmental placement.

223. Seminar: Special Topics in French.

Studies in particular areas of French language, literature, or civilization. Prerequisite: French 207 or departmental placement.

225. Seminar: Montaigne, Diderot, Stendhal.

A comprehensive and detailed study of selected works of Montaigne, Diderot, and Stendhal against the historical and political background, with emphasis on their exploration of the self, their concepts of human nature, and their search for happiness.

240. Commercial and Economic French.

This course is designed as a practicum to familiarize students with fundamental terminologies (and correspondent concepts) of French commerce and diplomacy. Course will emphasize training in the means by which the French language expresses issues and "objects" relevant to economic, financial, and diplomatic matters. Prerequisite: French 204 or equivalent, or permission of the instructor.

501, 500, 502. Independent Study. 603-604. Tutorial.

German

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar

and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

204. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 204 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. 211: from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. 212: the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of Lessing, Goethe, Schiller, and Hoelderlin. Prerequisite: German 211 and 212 or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to

the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Boell. Prerequisite: German 211 and 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisite: two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian 101. Prerequisite: Russian 101 or departmental placement.

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement.

204. Intermediate Russian II.

A continuation of Russian 203. Prerequisite: Russian 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. 211: Pushkin through Chekhov, the Golden Age, the great realistic novelists, the short story. 212: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 204 or departmental placement.

215. Russian Civilization.

The cultural heritage of Russia: The interrelation of its customs, institutions, arts, and letters. Prerequisite: Russian 204 or departmental placement.

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekhov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement.

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel, *The Poor Folk*, and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot*, and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in*

the Life of Ivan Denisovich, and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.

Spanish

101. Elementary Spanish I.

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the group. Participants will be housed at the Hacienda El Cobano, and social contact with the people of El Cobano and the city of Colima will be emphasized. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present-day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic

literary theories, the realist novel, Modernism and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101. Elementary Italian I.

An introduction to understanding, speaking, reading, and writing Italian.

102. Elementary Italian II.

Continuation of Italian 101. Prerequisite: Italian 101 or departmental placement.

101, 102. Introduction to Latin.

An accelerated, comprehensive presentation of Latin grammar, syntax, and vocabulary, exemplified in excerpts

from writers of the classical period. Latin elements in English stressed. Recommended for pre-med and pre-law students.

120. Comparative Languages.

An introduction to the linguistic formation of such languages as Latin, French, Spanish, German, and Esperanto. A minimal basic vocabulary common to all these languages and comparative grammatical structure will be studied, as well as contributions to and analogies with English. No previous foreign language experience required although some knowledge of any one foreign language would be helpful.

203. Intermediate Italian I.

A review of basic Italian grammar and an expansion of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Prerequisite: Italian 102 or departmental placement.

204. Intermediate Italian II.

A continuation of Italian 203. Prerequisite: Italian 203 or departmental placement.

Music

The study of music within the context of liberal education. Emphasis on performance history, theory, and structure of music; demonstrated keyboard requirement by the end of the sophomore year.

Major Requirements:

14 courses, including the tutorial. Students majoring in music are required to take Music 101, 106, 223, 224, 303; two electives to be selected from the following courses: 108, 112, 115, 121, 116; and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability no later than the end of the sophomore year. Secondary piano instruction is offered for this

purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior year without fees. (See p. 00, *Applied Music fee*.)

Interdepartmental Major Requirements:

With the permission of the Music Department, the student wishing to engage in an interdepartmental major must design a tutorial related to the field of music as well as the area of the other department. Additionally, she would be required to fulfill the requirements for a minor in music.

Minor Requirements:

If prior musical experience can be demonstrated, a student with a major in another department may minor in music. With the permission of the Music Department, the student minor-ing in music should successfully complete four units in Applied Music in her junior and senior years, as well as Music 223-224 and two courses from the History & Literature of Music (108, 112, 115, 121, and 116).

Materials of Music

101. Harmony and Theory of Music.

A basic course in the theory of tonal music, covering scales, chords, rhythmic structure, and the elements of melodic design. Recorded examples will be drawn from simple folk songs and progress to more complex musical structures.

History and Literature of Music

103. Introduction to Music Literature: The Vocal Forms.

This is a survey course of choral music, opera, and solo song from their earliest forms up to and including the recent forms of the twentieth century.

106. The Art of Music.

A basic course in the appreciation of music from the Baroque Period to the early twentieth century. Historical

parallels between music and variously related arts, such as painting, architecture, literature, and drama will be investigated. Examples from both American and European music will be used throughout the course.

108. Instrumental Music.

This is a non-technical course which will deal with instrumental music of the Western tradition. Consideration will be given to its origins in song and dance as well as to the independent entities of later style periods. Selected media will be studied for an understanding of various concepts of music for instruments.

111. Music of the Renaissance.

A detailed look at the music of the Renaissance period, both vocal and instrumental, secular and sacred, with emphasis on stylistic features important to later periods of music.

112. Music in America.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

113. Baroque Masters: Bach and Handel.

A comprehensive view of representative and significant music of these composers and their stylistic contributions to the Baroque period.

114. Viennese Classical Music.

Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music.

115. Opera in the Nineteenth Century.

The course examines Italian, French, and German operas written by the major nineteenth-century opera composers, including Verdi, Gounod, and Wagner, among others.

116. The Solo Song.

An investigation of the musical literature written for the solo voice,

beginning with a brief examination of appropriate works of the Middle Ages, Renaissance, and Baroque Period, and then concentrating on German lieder, French art song, and songs by various nationalist and twentieth-century composers.

118. Music of the Nineteenth Century.

A presentation of important orchestral and choral works of the Romantic period.

121. Non-Western Music: The Hunters.

Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups.

126. Pianos, Pianists, and Piano Playing.

This course involves a survey of the history and literature of the pianoforte. It includes a study of the design of the instrument as it evolved into the modern hammerklavier and a summary of some of the musicians who defined the performance traditions related to it.

129. The Arts in America.

A cultural and artistic survey of America from the earliest native peoples through the Colonial period to the present. The emphasis will be upon the predominant arts of each age of America, with special attention to the role of music, painting, theatre, and architecture upon the religious, social and entertainment aspects of American life.

223, 224. History of Music.

The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

231. Writing on Music.

A course to introduce the student to the processes of music criticism through the study of current and historical examples of writing on and

about music, its performance and its composition. Listening to music in many styles and periods and transforming that experience into a verbal form will be emphasized.

303. Form and Analysis.

An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms. Prerequisite: Music 101 or equivalent.

Applied Music

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one-hour lesson per week plus a minimum of eight hours practice per week. A 1/2 course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. Voice.

Sec. A, 1/2 course. Sec. B, 1 course.

133, 134. Piano.

Sec. A, 1/2 course. Sec. B, 1 course.

135, 136. Organ.

Sec. A, 1/2 course. Sec. B, 1 course.

137, 138. Violin.

Sec. A, 1/2 course. Sec. B, 1 course.

141, 142. Viola.

Sec. A, 1/2 course. Sec. B, 1 course.

143, 144. Orchestral Instruments.

Sec. A, 1/2 course. Sec. B, 1 course.

151, 152. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. 1/2 course.

153, 154. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. 1/2 course.

501, 500, 502. Independent Study.**603-604. Tutorial.****Philosophy and Religion**

The meaning and value of human existence, the perplexity and ambiguity of experience; moral and intellectual issues of a technological, global society. Complementary to interdisciplinary studies, including pre-law preparation.

Major Requirements:

12 courses in philosophy including Introduction to Philosophy: Philosophical Issues (Philosophy 113), Logic (Philosophy 119), at least three courses in the History of Philosophy sequence, and the tutorial. It is expected that the tutorial will culminate in a long research or critical philosophical paper. Students planning to major in philosophy should take Introduction to Philosophy and Logic before enrolling in other courses in philosophy.

Interdepartmental Major Requirements:

The department specifies only minimal requirements of the interdepartmental major, assuming that the interests and needs of those coming from the Sciences and Social Sciences may be quite different from the interests and needs of those coming from the Arts and Humanities. Consequently, an attempt is made to plan a program that is appropriate for the individual. The interdepartmental major, however, must take Introduction to Philosophy (113), Logic (119), at least two courses in the History of Philosophy sequence, and five other courses in philosophy.

Minor Requirements:

Introduction to Philosophy (Philosophy 113), Logic (Philosophy 119), two courses from the History of Philosophy

sequence, and three other courses in philosophy.

Philosophy**100. Introduction to Critical Thinking.**

This course is designed to improve reading, writing, speaking, and thinking through the recognition, evaluation, and construction of arguments. Students will learn the technique of refutation by logical analogy, become familiar with common informal fallacies, and practice formulating their own arguments. This is an elementary course intended primarily for students who need practice in critical thinking before entering Logic (Philosophy 119) or advanced work in the social sciences and humanities. This course does not count toward the major in philosophy and is not a substitute for Philosophy 119.

113. Introduction to Philosophy: Philosophical Issues.

An introduction to philosophy primarily for freshmen. Readings, lectures, and discussions focus on some of the perennial problems of philosophy. The course will examine such issues as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introduction to the principles of deductive logic through training in the evaluative techniques of contemporary symbolic logic, including argument symbolization, proof construction, and truth tables.

130. Philosophy of Education.

A discussion-oriented study of some of the normative questions and issues arising from philosophical reflection on education. For example: What is "education?" Is the aim or goal of education to teach skills, to communicate information, to "develop" the student, or to socialize the student? What role do value judgments play in theories of

education, in teaching models, etc.? This course is open to any student who is interested in reflecting upon education.

141. Philosophy and Women's Issues.

An examination of classical and contemporary treatments of philosophical issues of particular relevance to women. Topics discussed may include equality, freedom, social roles, sexism, feminism, love, sex, marriage, family, work, education, and preferential treatment.

155. Issues in Social Ethics.

An introduction to the application of ethical thinking to social problems. Topics will vary annually but may include biomedical issues (*e.g.*, abortion, euthanasia), feminist issues (work, sexuality, family), business issues (profit motive, advertising), international issues (wealth distribution, population, war), and environmental issues (energy policy, animal rights).

171. Ethical Perspectives and the Meaning of Existence.

An examination of writings by several influential philosophers (for example, Job, Socrates, Augustine, Kant, and Buber) who have attempted to interpret the perplexity and ambiguity of experience in moral terms in order to understand, perpetuate, and enhance a sense of the meaning and value of human existence.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations, or which may arise from future innovations. Among the topics discussed are new definitions of death and personhood, killing versus letting die, allocation of scarce medical resources, organ transplants, genetic engineering, the psychiatric control of human behavior, and new and projected techniques of human sexual and asexual reproduction.

205. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

215. Business Ethics.

This course explores some of the ethical and normative dimensions of current business practices. After examining several ethical theories, it addresses the moral dilemmas and value conflicts which arise both within an organization and between an organization and society. Case studies and controversial readings are used to focus discussion. Prerequisite: sophomore standing or permission of instructor.

221. Philosophy of Law.

An intensive study of legal philosophy. Topics discussed will include general legal theory; the end, definition, and function of the law; judicial reasoning; rights and obligations; obedience; liability and responsibility; property; and justice. Special attention will be given to two topics: law and morality; and the moral justification of punishment. Some prior philosophy, especially Philosophy 205, is recommended.

223. History of Philosophy: Ancient Philosophy.

An exploration, beginning with Homer, of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle.

224. History of Philosophy: Medieval Philosophy.

Readings in Christian, Islamic, and Jewish philosophy from Augustine to Occham.

225. History of Philosophy: From Descartes to Kant.

Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed an introductory course in philosophy.

226. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (e.g., Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Mill, and Marx.

251. Philosophy of Art.

This course will examine critically and historically the concepts of beauty, aesthetic experience, and art, and explore their relations to each other as well as their implications for the nature of reality, man, morality, religion, and society.

254. Philosophy of Religion.

A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion.

257. Contemporary Philosophy.

A seminar of selected readings from twentieth-century philosophers. Topics discussed may include philosophy, language, meaning, truth, logic, knowledge, justification, mind, and perception. Prerequisites: Philosophy 119 and an introductory course in philosophy.

259. Existentialism.

An exploration beginning with Dostoevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoevsky,

Kierkegaard, Nietzsche, Jaspers, Tolstoy, Camus, Sartre, and Heidegger.

272. American Philosophy.

Through readings, lectures, and discussions this course explores some of the most influential philosophical and religious ideas developed in America. Beginning with Jonathan Edwards' approach to traditional theological themes, the course will focus particularly on the creative efforts of such men as William James and Josiah Royce to deal with the philosophical and religious problems raised by the theory of evolution and other developments in science. During the final weeks of the course some themes that are currently important in American philosophy will be considered.

292. Philosophy of Mind.

A critical examination of such central issues in the philosophy of mind as whether human beings are more than matter in motion, whether there is some part of us that survives death, whether we have minds, whether minds and souls are the same, whether and how minds and bodies interact, and whether a person can know that other human beings have minds. Issues will be presented in historical perspective. The views of selected past philosophers will be discussed, but the positions of twentieth-century philosophers (e.g., philosophical behaviorism, identity theory, and person theory) will be emphasized.

294. Social and Political Philosophy.

This course will examine fundamental normative political principles and concepts as they are defined, analyzed, critiqued, and defended by contemporary political philosophers. The topics will be chosen from the following: authority, political obligation, liberty, rights, public interest, equality, justice, and democracy. Discussion of the reading material will be stressed, and students will be expected to become

actively involved. Some previous work in philosophy is recommended.

321. Seminar on Art and Religion.

This seminar will explore, through philosophical and literary essays as well as the creative efforts of the students, some of the problems and claims which characterize the relations of the arts and religion, *e.g.*, the relation of the aesthetic and religious experience, the role of belief and knowledge in art and religion, and the metaphysical assumptions that are characteristic of each. Among the writers who will be considered are Hegel, Nietzsche, Freud, Santayana, Matthew Arnold, and Susanne Langer.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.

A historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

162. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: course in Old Testament or permission of instructor.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of

integration in the Black community. (See also *Black Studies*.)

Physical Education

Non-major courses to complement a major program in such fields as theatre, human services, and education or to develop and maintain personal fitness.

Sports

114. Fencing.

Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. 1/2 course.

117. Racket Techniques:

Tennis and Paddle Tennis.

Skills, strategies, rules, and concepts essential to racket games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. 1/2 course.

119. Skiing: Conditioning and Techniques.

Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. 1/2 course.

130. Emergency Care:

Principles and Practices.

Knowledge and skills leading to prompt and efficient action when faced with sudden illnesses, injuries, and accidents. Effective first aid for life-threatening situations and the prevention of further injury.

151. Swimming: Aquatic Skills.

Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities such as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. 1/2 course.

**152. Advanced Life Saving:
American Red Cross.**

Skills leading to safety in, on, and around water in order to care for oneself and the rescue of others. Prerequisite: swimming skill test and permission of the instructor of the course. 1/2 course.

**153. Water Safety Instructor:
American Red Cross.**

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Red Cross Advanced Life Saving certification. 1/2 course.

214. Life Guarding: American Red Cross.

Course focuses attention on the skills and knowledge required for an individual to properly assume the responsibilities of a life guard at a swimming pool or protected (non-surf, open-water) beach. Prerequisite: Life saving, CPR, first aid, and permission of the instructor.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: permission of the instructor. 1/2 course.

Dance

150. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture.

141. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement.

143. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. 1/2 course.

148. Classical Ballet I.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. 1/2 course.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. 1/2 course.

248. Classical Ballet III, Intermediate.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barre. Prerequisite: Ballet I and/or II or permission of instructor.

249. Classical Ballet IV, Advanced Intermediate.

More complex barre, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Ballet I, III, or permission of instructor.

501, 500, 502. Independent Study.

Political Science

Comprehensive background in political theory, research methodology, social statistics. Concentrations on American

political processes, political thought, public policy and opinion, judicial process, Constitutional law, international relations, foreign policy, and comparative politics.

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211; Philosophy 205; three courses from the following: 101, 103, 104, 108; and three additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit toward the political science major. No more than one internship may count toward the major.

Interdepartmental Major

Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the political science interdepartmental major. No more than one internship may count toward the major.

Minor Requirements:

6 courses in political science. All minors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Sociology-Anthropology 214 and Philosophy 221 and 294 may be taken for credit to the political science minor. No more than one internship may count toward the minor.

Courses

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and institutions. These elements will be viewed in

the context of present and predictable future forces of change operating in American society and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with emphasis on the political institutions and processes of the major democratic and non-democratic governments of Europe.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th-century world politics; modes of conducting relations among nations; instruments for promoting national interests; current problems of economic and political interdependence.

108. American Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social class, sex, ethnicity, and age) and major political events and crises (such as war and depression) affect political attitudes and behavior.

201. The American Judicial Process.

This course examines the politics, processes, and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Government Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical-fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical-fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include experimental and *ex post facto* research design plus tech-

niques of surveys, observation, simulation, and content analysis. Students will construct their own survey research designs. Prerequisite: one 100-level course in political science or sociology-anthropology.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects and analyze this statistically, using pre-packaged computer programs. Prerequisite: Political Science 211.

213. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed. Prerequisite: Political Science 101 or permission of instructor.

214. The Middle East in World Affairs.

This course offers a general appreciation of the twentieth-century historical context of current Middle Eastern issues and an even-handed understanding of international political problems in the Middle East by applying a "levels of conflict" approach (*e.g.*, inter-Arab, Arab-Israeli, Cold War, consumer-producer). Prerequisite: Political Science 104 or permission of instructor.

217. International Law and Organization.

This course examines the role of international law and organization in world politics. The focus is on understanding how and why the body of international

law and the network of organized international relationships developed and what they contributed to managing such issues as military conflict, political change, and economic instability.

220. Security or Suicide: Nuclear Weapons and Arms Control.

A course surveying the development of nuclear weapons, the evolution of deterrence theory, the strategic arms race, the nature and potential consequences of nuclear war, threats of proliferation, and arms control efforts. Also investigates proposals to solve the nuclear dilemma, such as the nuclear freeze and no-first-use. Prerequisites: Political Science 104 and/or 225 are recommended.

223. America in Vietnam, 1945-1975.

This course examines America's entry into, conduct of, and exit from the Vietnam War. Some consideration is given to opposition from 1965 to 1972, to literature, and to the war's legacy, but the emphasis is on perceptions of national interest and the political and military strategies conceived and executed. Prerequisites: Political Science 104 or permission of the instructor.

225. United States Foreign Policy.

Survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphases are on the perceptions of decision makers, the impact of the policy-making process on decisions, and actual policies since World War II. Prerequisite: Political Science 101 or 104, or consent of instructor.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual behavior and assessed. Policy toward China, Eastern Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II.

Prerequisite: Political Science 104 or consent of instructor.

228. Public Administration.

An examination of policy implementation in the U.S. at national, state, and local levels. Special attention will be given to agencies and individuals mandated to execute particular public policies, with the following objectives in mind: a better understanding of (a) the relationships between structure and personnel on the one hand and policy implementation on the other; (b) the symbolic as well as practical aspects of policy implementation; (c) the interrelationships among executive agencies and between such agencies and legislatures and judiciaries as each participates in shaping and executing public policy. Prerequisite: Political Science 101.

229. Political Communication and Mass Persuasion in America.

An examination of the patterns of political communication and techniques of mass political persuasion in contemporary America. Of particular interest is the role of the mass media and computer technology as instruments of communication and persuasion in election campaigns and as shapers of the image of the American presidency. Prerequisite: One 100-level course in the social sciences or Communication.

238. Congress and the Presidency.

An examination of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities affecting the relationship in a period of institutional change. Prerequisite: Political Science 101 or permission of the instructor.

302. Seminar in Political Communication.

The seminar examines areas of interest in the field of American political communication, including press coverage of political candidates and political leaders and communication strategies of those who are seeking and holding political office. Students are required

to collect their own research data, analyze it in a research paper, and present it to the group. Prerequisite: Political Science 229.

322. Seminar in American Foreign Policy.

This is a reading seminar emphasizing both classic and major contemporary treatments of American foreign policy issues. An attempt is made to evaluate these writings using various analytical approaches to the study of foreign policy in general. Prerequisite: Political Science 225.

332. American Propaganda in the Two World Wars.

The seminar examines the content, techniques and strategies, and organization of American domestic propaganda during World War I and World War II. Of concern also is the debate during the war and interwar years over the necessity for war propaganda in a democracy. Prerequisite: junior standing.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

The scientific study of behavior: origins, learning, sensation and perception, social influences, physiological factors, individual differences, personality, adjustment and maladjustment. Application to graduate study in the field or to any career to which an understanding of human thought and behavior is central.

Major Requirements:

12 courses in psychology including the tutorial. All majors must complete Psychology 101, 215, 220, and Individual Research. Four courses must be taken from the following: 222, 224, 231, 232, 233, 241, and 252.

Interdepartmental Major Requirements:

8 courses in psychology exclusive of

the tutorial. Interdepartmental majors must complete Psychology 101, 215, 220, and three from the following: 222, 224, 231, 232, 233, 242, 252.

Minor Requirements:

6 courses in psychology. All minors must complete Psychology 101, 215, 220, and two from the following: 222, 224, 231, 232, 233, 242, 252.

Courses

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also *Black Studies*.)

215. Experimental Psychology.

This course examines the scientific method employed by the psychologist in the study of behavior. Lectures and laboratory experiments on learning and cognition, sensation and perception, and social psychology will be the topics to be reviewed in the course. Prerequisite: Psychology 101. 1 1/2 course units.

220. Statistics and Research Design.

This course is designed to introduce students to an essential research tool. Topics to be included are frequency distributions, probability models, indices of central tendency, variability, and various inferential statistics. This course will also examine experimental design procedures with an emphasis on analysis of variance. Prerequisites: Psychology 101, 215 and Mathematics 106.

Upperclass students may register with permission of the instructor.

222. Learning, Memory, and Cognition.

An overview of empirical research and theories concerned with instrumental learning, classical conditioning, verbal learning, attention, memory, transfer, problem solving, and thinking. Prerequisite: Psychology 101.

224. Motivation.

A survey of the concepts and data related to the arousal and direction of behavior. Prerequisite: Psychology 101.

231. Social Psychology.

A survey of human and animal behavior in a social context. Prerequisite: Psychology 101.

232. Personality.

A survey of modern research literature on complex individual differences to illustrate concepts, types of problems and methods, and their relevance to extant theories of personality. Prerequisite: Psychology 101.

233. Abnormal Behavior.

A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation, and of procedures for the diagnosis and modification of disturbed behavior. Prerequisite: Psychology 101.

241. Psychobiology.

An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: Psychology 101.

252. Principles of Child Development.

The course is a general introduction to theories and methods of developmental psychology. The course covers patterns and possible mechanisms of behavioral development from conception through adolescence. Discussion of research

techniques is supplemented by observation in local child study laboratories and child care centers. Prerequisites: Psychology 101.

305. Exceptional Child.

A developmental approach is taken to the study of exceptional children. Theories of normal development provide a framework for special development. Diagnosis and assessment procedures are evaluated. Exceptional children include those with physical and/or learning disabilities, those who are mentally retarded or gifted, as well as those with emotional or behavioral difficulties. This course will include field experience. Prerequisite: Psychology 101 and 252.

310. Industrial Psychology.

The course examines psychological principles and methods as they apply to industry and organizations. Topics to be included are personnel selection, performance assessment, development and training, attitudes and motivation, and human factors. Prerequisites: Psychology 101 and 215.

315. Practicum in Psychology.

Interviewing, listening, and counseling skills are discussed and practiced. Major approaches to the evaluation and modification of behavior are examined, as are methods of enhancing life and work experiences. In addition to class time, students will spend one-half day per week in human services agencies. Prerequisites: Psychology 101 and permission of the department.

320. Educational Psychology.

The course presents a developmental approach to educational psychology and integrates theoretical and practical issues. The effects of development on behavior, the nature of learning and motivation, individual differences, and the social psychology of the classroom are discussed. The application of this knowledge to educational problems is emphasized. Prerequisites: Psychology 101 and Education 102.

325. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Prerequisites: Psychology 101 and 220 or permission of instructor.

501, 500, 502. Independent Study.**503, 504, 505. Individual Research.**

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: Psychology 101, 215, 220, and permission of the instructor.

603-604. Tutorial.**Human Services Administration**

Interdisciplinary curriculum with core courses in sociology, ethnic and minority relations, psychology, statistics, and management. Advanced concentration in Early Childhood, Social Services, or Gerontology.

Major Requirements:

14 courses including Human Services Administration 101, 102, 235, 301-302, 350, Psychology 101, 220 and 315 and the tutorial. Within the Human Services Administration major, there are three concentrations: Early Childhood, Social Services, and Gerontology. The student must complete three courses in one of the three concentrations:

Early Childhood: Psychology 252, 305, 320, Education 213, 215.

Social Services: Human Services Administration 231, 234, 248 or History 263, Psychology 231, 233.

Gerontology: Human Services Administration 250, Biology 153, 212, 222, Philosophy 200.

Courses**101. Introduction to Social Behavior.**

The goal of the course is to introduce the student to basic sociological concepts and methods, including socialization, groups, social institutions, collective behavior, and social change. Emphasis also will be placed on conceptual and methodological tools necessary for the scientific analysis of human interaction and on society's fulfillment of human needs through health, education, and social welfare systems.

202. Social Policy and Planning.

The goal of this course is to trace the emergence of social welfare programs in the United States and the social, economic, political, and philosophic variables which have affected their development. The current status of social policies and programs will be examined, as will implications for the future. Prerequisite: Human Services Administration 101.

231. Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies. Prerequisite: Human Services Administration 101 or permission of instructor. (Also listed under *Sociology*.)

234. Social Work and Social Welfare.

This course examines social work and social welfare in the U.S. Particular attention will be given to the historical and analytical basis of the methods used by social workers to deal with social problems, to the dilemmas which result from the organization of social welfare agencies, and to the history and critical analysis of social welfare

policies. Prerequisite: Human Services Administration 101 or permission of the instructor. (Also listed under *Sociology*.)

235. Ethnic and Minority Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political, and economic interests. Prerequisite: Human Services Administration 101. (Also listed under *Sociology*.)

248. Marriage and the Family.

This course analyzes marriage and the family in American society: historical development, contemporary economic and cultural pressures on each, and the impact that social class has upon the nature of family life. The course also will contrast the American family with examples of marriage and family life from selected other cultures and subcultures. (Also listed under *Sociology*.)

250. Death and Dying.

This course explores the sociological structure of categories pertaining to death including old age and illness. It will focus on the phenomenon of death as understood or not understood by family members, physicians, nurses, and the dying themselves. Prerequisite: Human Services Administration 101.

301. Management Module I.

This module will focus on the following: organizational structure of human service agencies' program development and evaluation, financial planning, marketing, and personnel practices. Prerequisites: Human Services Administration 101, 202, Psychology 101.

302. Management Module II.

A continuation of 301.

500, 501, 502. Independent Study.

603-604. Tutorial.

Sociology and Anthropology

Human thought, emotion, and action in traditional and modern societies; origins of biological and cultural human development. Analysis of socio-cultural stability and change. Effective 1985-86 no new majors will be accepted; see *Human Services Administration*.

Sociology and Anthropology comprise the joint study of human thinking, feeling, and acting in modern and traditional societies and of how we became biologically and culturally human. The courses are intended to broaden and deepen the student's capacities for analyzing socio-cultural stability and change.

Sociology and Anthropology are closely related to other studies and are relevant background to a wide variety of general concerns and practical careers. Majors also should acquire a broad exposure to the humanities as well as to natural and social sciences. Courses in economics, history, philosophy, political science, and psychology are especially advisable.

Major Requirements:

12 course units, including the tutorial. Majors are required to take Sociology and Anthropology 101, 104, and 314, Political Science 211 or Sociology and Anthropology 201, Political Science 212 (or Psychology 220 or Mathematics 110). Students should take 101 and 104 by the end of the sophomore year, and 314, 350, and 201 or Political Science 211, and Political Science 212 by the end of the junior year. Majors are required to take four electives within the department; however, these may also include Music 121, Philosophy 205 and 294. At least two electives must be above the 100-level.

Interdepartmental Major Requirements:

An interdepartmental major must complete 8 course units in Sociology and

Anthropology, apart from the tutorial. The requirements are Sociology and Anthropology 101, 104, 314, 201 or Political Science 211, Political Science 212 (or Psychology 220 or Mathematics 110), plus two electives in Sociology and Anthropology, one of which is above the 100-level. Electives may include Music 121 or Philosophy 205 or 294.

Minor Requirements:

A Sociology and Anthropology minor must complete 6 course units including Sociology and Anthropology 101, 104, 314, Political Science 211 or Sociology and Anthropology 201, and two electives in Sociology and Anthropology, one of which must be above the 100-level.

Courses

101. Introduction to Sociology.

The aim of this course is to develop a framework for the analysis and comparison of human societies. The framework is developed by attending to the historically variable ways in which the political, economic, kinship, and cultural elements of different societies interrelate to produce distinctive patterns of domination, social character and value preferences.

104. Introduction to Anthropology.

Study of human socio-cultural evolution and socio-cultural processes, with emphasis on the understanding of humanity to be gained from integrated study of biology, archeology and ethnology.

108. Social Problems and Issues.

This course examines selected contemporary social problems in this and other societies. Issues to be discussed include inequality, poverty, racism and war. The emphasis is upon social structural sources of social problems. Critical attention will be given to proposed solutions to these problems.

182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also *Black Studies*.)

188. The Black Family.

A sociological analysis of the Black family in America. The interrelationship of the socio-economic status, the social structure, and social changes affecting the Black family is emphasized. (See also *Black Studies*.)

201. Qualitative Methods of Research.

An introduction to the premises and methods of qualitative research in the social sciences, including intensive interviewing, participant observation, oral history, and interpretation of written documents. Students will engage in focused research projects on topics agreed upon with the instructor. Prerequisite: Sociology and Anthropology 101 and 104 or permission of the instructor.

212. Peoples and Cultures.

A survey of one major ethnographic area of the world. Prerequisite: Sociology and Anthropology 104.

218. Social Movements.

This course examines a variety of schemes in the study of different types of social movements. Social movements with political, economic, and religious aims are given special attention. The conditions under which they arise and decline, the nature of their leadership and following, and their ideologies are compared and contrasted. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

220. Education and Society.

This course focuses on schooling or formal education as an aspect of the development of industrial nation-states. The culture of American schools is given special attention with emphasis

on the changing functions of education in our society. The effects of the imposition of western-type schooling on developing non-western societies is also analyzed. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

222. Religion and Society.

This course examines the social basis of religion, the ritual devices which are used to render plausible religious experiences, and the impact of religion upon political, economic, and psychological behavior. The religions of traditional societies are given special attention. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

223. Gender and Society.

This course focuses on inequalities between women and men. The processes and mechanisms serving to maintain inequalities in sex roles, such as socialization and social control, are examined, and critical perspectives, including the feminist, are compared. Prerequisite: a 100-level course in Sociology and Anthropology or permission of the instructor.

224. Law and Society.

The focus of this course is upon law as a social activity. The following topics are studied from a comparative and historical perspective: law and social structure, law as conflict resolution and social control, and legal processes. The main emphasis of the course is upon law and social change. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

226. Social Inequality.

This course analyzes the causes and consequences of various forms of inequality in society. The problems of minority groups, the relationship of stratification to conflict and the possibilities of social change are emphasized. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

228. Deviance and Social Control.

This course examines why people are deviant and why and how societies respond to deviance. It focuses on the question of the extent to which deviance is a cultural product rather than an individual pathology. Special attention will be given to cultural definitions of women as deviants. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

231. Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

234. Social Work and Social Welfare.

This course examines social work and social welfare in the U.S. Particular attention will be given to the historical and analytical basis of the methods used by social workers to deal with social problems, to the dilemmas which result from the organization of social welfare agencies, and to the history and critical analysis of social welfare policies. Prerequisite: Sociology and Anthropology 101 or permission of the instructor.

235. Ethnic and Minority Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political, and economic interests. Prerequisite: Sociology and Anthropology 101 or 104.

245. Urban Anthropology.

Central places for the coordination of the economy, power, ideology, and entertainment. An anthropological perspective on the pathways, requirements, and consequences of urbanism, with particular emphasis on the role of

proletariats and subproletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology and Anthropology 104.

248. Marriage and the Family.

This course analyzes marriage and the family in American Society: historical development; the contemporary economic and cultural pressures on each; and the impact that social class has upon the nature of family life. The course also will contrast the American family with examples of marriage and family life from selected other cultures and subcultures.

252. Women in Cross-Cultural Perspective.

Economic, social, political, and ritual identities and functions of women in a wide variety of cultures, ranging through the "primitive," "historical," and "modern" levels of complexity. Critiques of traditional anthropological approaches to description and analysis. Prerequisite: Sociology and Anthropology 104.

314. Classical Social Theories.

This course examines the ideas of major contributors to sociological thought, such as Auguste Comte, Herbert Spencer, Karl Marx, Max Weber, Emile Durkheim, and George Simmel. Their theories are analyzed in light of the socio-cultural contexts of their times and evaluated for their relevance today. Prerequisite: Sociology and Anthropology 101 and 104.

360. Seminar: Special Topics in Sociology and Anthropology.

This course will explore a variety of topics relevant to Sociology and Anthropology. Prerequisite: Sociology and Anthropology 101 and 104.

501, 500, 502. Independent Study.

603-604. Tutorial.

Theatre

Curriculum in techniques and historical background of theatre; development of skills in acting, writing, directing, and elements of technical theatre production.

Major Requirements:

13 courses in Theatre including the tutorial. Required courses include Theatre 105, 117, 205 or 301, 211, 212, 216, 304, 332. Three courses must be taken from the following: Theatre 103, 106, 112, 192, 205 or 301, 223, English 222.

Interdepartmental Major Requirements:

10 courses in Theatre including the tutorial. Interdepartmental majors must complete Theatre 105, 117, 205 or 301, 211, 212, 216, 304, and 332.

Minor Requirements:

6 courses in Theatre: 105, 117, 211, 212, 216, and 304.

Courses

103. Theatre Appreciation.

This course is a survey of the many elements and components which merge to create the dramatic experience. Students examine the relationship between theatre and society, theatre as a collaborative experience, and traditional and contemporary genres and movements. Attendance at a variety of productions is required.

105. Acting I.

Students develop—through exercises, pantomimes, theatre games, improvisations, and simple scenes—specific acting skills, including muscle relaxation, concentration of attention, imagination, spontaneity, motivation, sense memory, and emotion memory. Grading is Pass/Fail.

106. Acting II.

Students investigate the techniques for the proper preparation of a role through disciplined rehearsal and memorization processes and through

comprehensive character and script analysis. These techniques are applied to scene work and monologue preparation encompassing both classical and contemporary dramatic literature as well as to proper auditioning procedures. Prerequisite: Theatre 105.

112. Touring Company.

Students develop acting skills; learn to adapt to a variety of audiences, stages, and circumstances; are challenged to keep the dramatic material as well as their performance fresh over the course of a long run; and experience the benefits of ensemble acting. Students who are cast (after pre-registration auditions) rehearse the play during class for the first part of the semester and then perform for the rest of the semester—both on and off campus. Non-majors are welcome. (Being cast is prerequisite for registering for this course.) Course may be repeated for credit.

117. Technical Theatre.

This course is a broad overview of the basic elements of technical theatre: scene design, lighting, sound, costume and makeup, and stage management. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to department productions required.

192. Speaking to Inform and Persuade.

Students prepare and present a series of speeches. Emphasis is on selecting topics appropriate for specific audiences, gathering and analyzing materials, supporting points with evidence and logical reasoning, organizing presentations through use of outlines, and achieving clear and effective style of delivery.

205. Playwriting.

This course concentrates on how to select ideas for dramatic development, how to structure action and conflict, how to build characters, develop a theme, write dialogue, and create mood. Students develop writing

discipline, apply revising techniques, and learn to market plays for production/publication. Assignments include scenes and a one-act play. Prerequisite: permission of the instructor.

211. Theatre History I.

This course provides a broad overview of the history of theatre from its primitive inception through the 1700s. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society.

212. Theatre History II.

This course provides a broad overview of the history of the theatre in the 1800s and 1900s. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society. Prerequisite: Theatre 211.

216. American Theatre.

This course is an overview of the history of American Theatre, with emphasis on representative plays and playwrights, the relationship of the theatre to American society, key historical figures and trends, and the development of contemporary trends and alternative theatre such as Black Theatre, Women's Theatre, and Ethnic Theatre.

223. Acting for the Camera.

Students learn to act for television and film by adapting stage acting techniques for on-camera dramatic performance. Class uses videotaping equipment and is conducted in the studio with some outdoor work. Prerequisite: Theatre 105.

301. Dramatic Criticism.

Students analyze principal dramatic theories from Aristotle to contemporary theatre critics and examine the roles played by the dramaturg and literary manager in today's professional theatre. Students develop criteria to be used in evaluating drama in performance and write reviews of on- and

off-campus productions. Prerequisite: permission of the instructor.

304. Directing.

This course examines the techniques of script analysis and the principles of staging. Students are assigned exercises that demonstrate the significance of stage position, movement, pacing, and rhythm, and explore the actor-director relationship and proper rehearsal techniques. Students direct scenes and prepare a prompt book.

332. Special Topics Seminar.

Seminar members explore in depth a specific area of theatre history, production, performance, or dramatic theory and criticism by conducting research and sharing results. Emphasis on readings, discussion, papers, and presentations.

501, 500, 502. Independent Study.

603-604. Tutorial.

Women's Studies

The Women's Studies minor is interdisciplinary with courses drawn from several departments of the College. It is expected, however, that students concentrate in areas related to their majors. The minor is administered by a faculty coordinating committee and a coordinator. Seven courses are required for the Women's Studies minor, five of which must be selected from the courses listed below. At least one of these courses must be above the 100-level. With the permission of the Women's Studies committee or coordinator, a student may substitute for any of the following courses up to two courses taken at another college or university.

History 138. Roles and Status of Women in Historical Perspective.

Sociology/Anthropology 182. Black Women in American Society.

Sociology/Anthropology 223. Gender

and Society.

Sociology/Anthropology 252. Women in Cross-Cultural Perspective.

French 150. *Cherchez la Femme.*

Political Science 213. Sex Discrimination and the Law.

In addition to five courses chosen from the above list, each student is required to take in her junior or senior year the Women's Studies Seminar and one independent study or internship concerned with some aspect of women's studies. The Women's Studies Seminar will be a one-semester course offered every other year.

Minor in Writing

The minor in writing gathers courses from several departments in order to offer students a variety of approaches to many aspects of writing. Although each student will be able to tailor the minor to her particular interests, those interests would seem to fall into one of three broad areas: some students will elect the minor as a step towards careers in professional writing (*e.g.*, journalism); some will elect the minor as a supplement to a major, preparing themselves for general or specific goals in their careers (*e.g.*, business or technical writing); and some will elect the minor in order to prepare for specific graduate training in the field.

Applicable to the minor are courses in both the practice of writing (Group A) and also the theory of verbal communication (Group B). Students choosing the minor will select from among the courses with the advice of a member of the English Department, who will outline with the student the plan of course work which meets her particular curricular needs. All students must earn a *B* or higher grade in English 103 (Expository Writing II), or its equivalent, as a prerequisite for declaring the minor. Each student will enroll in one course from each of the two groups

and in four electives selected from either group. One of the electives may be an internship.

Group A

Communication 251. News and Feature Writing.

Communication 260. Writing for Public Relations.

Communication 294. Writing for Audio-Visual Productions.

English 243. Imaginative Writing I.

English 244. Imaginative Writing II.

Modern Languages 205. Grammar and Composition (French, German, Russian, Spanish).

Group B

Communication 202. Communication Systems and Theories.

Modern Languages 120. Comparative Languages.



Admissions and Financial Information

Chatham College is a community of highly motivated and capable women. Applicants for admission must meet the challenges of life and study at Chatham; they must be enthusiastic about learning and enthusiastic about participation in a vibrant, interactive learning process. They must be prepared to take increasing responsibility for their own education and lives. To that end, Chatham admits applicants who show strong evidence of these qualities. The Chatham student body is diverse, and the College seeks to enroll students with a wide range of interests, talents, and experiences from a variety of cultural, geographic, racial, religious, and socio-economic backgrounds. The College looks for evidence of character, originality, and maturity, as well as sound academic training and motivation.

Because Chatham College offers an individualized education, the Committee on Admissions and Financial Aid looks at each applicant as an individual. If a prospective student's credentials do not fit precisely the guidelines listed below or if her special circumstances alter a standard situation, she nevertheless is encouraged to apply for admission. Likewise, those students who are qualified for admission but may hesitate to apply because of financial need are encouraged to read carefully the following *Catalogue* section on financial aid. In every instance, prospective students are encouraged to contact the College directly for guidance and advice about their individual circumstances.

Admissions Procedures for Freshmen

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions

together with a non-refundable processing fee of \$15. The application check should be made payable to Chatham College, and a fee waiver may be requested by submitting a written statement supported by the high school counselor. The Chatham application for admission requests standard information about the prospective student's preparation and interests; in addition, it requires a short essay, which the Committee on Admissions uses to assess the student's potential to think and write carefully.

Additional Credentials

Prospective students are encouraged to file their application for admission as early as possible in the academic year, but they also should request that required additional supporting materials be sent to the College. Those materials include

- a) official high school transcript(s);
- b) SAT or ACT scores, either as recorded on the high school transcript or as submitted by the respective testing agency;
- c) a counselor recommendation and two academic teacher recommendations, including an English teacher recommendation; and
- d) any explanatory or additional material which the student wishes to include to strengthen her application.

An application for admission is completed when the College has received the Chatham application for admission with essay, the \$15 processing fee or fee waiver, the high school transcript(s); the SAT or ACT scores, and the three recommendation forms. The Office of Admissions will notify the student of outstanding credentials, should there be a delay in receipt of same.

Admissions Deadlines

Chatham operates on a rolling admissions policy, which means that applications are reviewed by the Committee on Admissions and Financial Aid as soon as they are filed and credentials are completed. Rolling admissions means that to some degree the prospective student may establish her own schedule for college investigation, but early application is encouraged. For fall admission, the student should apply by April 1; for spring admission, December 1 is the normal application deadline. All accepted applicants must notify the Committee on Admissions of their enrollment decision by May 1 for fall admission and by January 15 for spring admission. Financial aid application deadlines are separate from admissions application deadlines, as are the admissions and financial aid processes: a student is admitted to Chatham on her academic merits, apart from financial consideration.

Secondary School Program

Preparation for entrance to Chatham presumes that candidates for admission have followed a rigorous college preparatory secondary program, including four years of English, three years of mathematics (including Algebra I and II and Geometry), three years of physical science (including two years of laboratory science), three years of social studies and history, and at least two years of a foreign language. Students who elect to fulfill more than the minimum requirements or who avail themselves of honors, Advanced Placement, or other enrichment programs are considered to have stronger credentials for admission to Chatham. The Committee on Admissions, however, recognizes that high school curricula vary greatly and therefore will seriously consider an able candidate whose preparation differs slightly from this outline.

Standardized Tests

The College requires that prospective students submit either SAT or ACT scores as part of the application process, but in no instance is a student offered or denied admission on the basis of scores alone. The Committee on Admissions considers scores to be one piece of academic evidence and evaluates such scores as part of the student's total record of achievement. The SAT or ACT tests should be taken in the student's junior year or through January of her senior year; it is the student's responsibility to see that the scores are forwarded to Chatham, either through the testing service or through her high school counselor.

Campus Visits

Prospective students and their parents are strongly encouraged to visit the Chatham campus to assess educational facilities, atmosphere, and programs; during their visits, they also are encouraged to meet with faculty, visit classes, and talk with current students. No publication or admissions representative can be an adequate substitute for the student's own sense of the College. Although prospective students and their parents are welcome at any time, six Campus Visiting Days have been set aside during the fall and spring semesters. These Sunday-Monday programs provide an opportunity to attend classes, meet Chatham students and faculty, and explore the campus. Individuals who wish to visit Chatham should contact the Office of Admissions in advance to confirm arrangements. Meetings with members of the faculty or staff also can be scheduled upon request, as can campus tours and requests for overnight accommodations for prospective students. The Office of Admissions is open weekdays from 9:00 a.m. until 5:00 p.m.; weekend and holiday period appointments are available when scheduled in advance. The Admissions telephone number is 412-365-1290.

A prospective student is not required to interview with a member of the Admissions staff, but such a meeting is strongly encouraged for mutual benefit. If a student is unable to visit campus, the Office of Admissions will make arrangements for her to talk with a Chatham alumna or Admissions representative in her local area.

Early Entrance

Chatham believes that most students profit from four years in secondary school. Occasionally, however, able and mature students who will have finished three years of high school and who have valid reasons for wanting to accelerate may apply for early entrance to Chatham. These candidates should have the support of their parents, teachers, and counselor; additionally, the College requires written confirmation from the secondary school of any concurrent credit or fulfillment of graduation requirements. In addition to the regular admissions procedure for freshmen outlined above, a prospective early entrant must interview with a member of the Admissions staff, a faculty member, and a current Chatham student.

Deferred Entrance

Occasionally a student will wish to defer entrance to college following her graduation from secondary school; Chatham supports such purposeful deferment in order to work, travel, pursue independent study, or clarify goals and interests. A student who wishes to defer entrance should follow the regular admissions procedure for freshmen outlined above. If she is accepted for admission, she then should request in writing an entrance deferment from the Dean of Admissions. That deferment granted, as is normal, the student is encouraged to make an advance deposit of \$150.00, which will be applied to her first semester at Chatham and which will reserve her space for the following semester or year. Students on deferred entrance also are encouraged to communicate their progress with the Office of Admissions during the time of their deferment.

Advanced Placement Credit

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores of 3, 4, or 5. Scores of 1 or 2 do not qualify a student for credit or placement at Chatham.

Admissions Procedures for Transfer Students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior and

community college students. Approximately twenty percent of Chatham women are transfer students. A transfer student's college record should demonstrate above-average achievement. While the high school record is considered, greater emphasis is placed on performance at the college level.

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions together with a non-refundable processing fee of \$15. The application should be filed by June 1 for fall admission or by December 1 for spring admission. In addition to the application forms and essay, required application materials include

- a) official high school and college/university transcripts from all former institutions attended, including a final transcript prior to her entrance;
- b) SAT or ACT scores;
- c) two teacher or one counselor and one teacher recommendations, preferably from instructors or advisers from the preceding college attended; and
- d) a copy of the catalogue or catalogues of the college or colleges previously attended, indicating courses taken.

If possible, the prospective transfer student should plan to visit Chatham and meet with both a member of the Admissions staff and also with a faculty member in her major academic area of interest. Such a visit becomes particularly important for upper-class transfers, who will need an assessment of major credit earned elsewhere.

Evaluation of Transfer Credit

Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition for which she has earned a passing grade. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with an indication of her class standing; a final evaluation is made by the Chatham Registrar prior to registration.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they first should be converted to semester hours by multiplying them by 2/3. All transfer students are assigned faculty advisers, who will help them to clarify Chatham graduation requirements in their particular circumstances. Transfer students

must be enrolled at Chatham for a minimum of three long terms and successfully complete 14 course units for graduation.

Applicants from non-accredited or newly-founded institutions not yet fully accredited should submit results from the College-Level Examination Program (CLEP). Information about the CLEP program, test center locations, and costs may be obtained by writing to the College-Level Examination Program, Box 1822, Princeton, New Jersey 08541. A student should take both the General Examination and also one or more of the Subject Examinations as determined in advance with the Chatham Registrar. The examination results, along with the applicant's high school and college records, will be considered by the Committee on Admissions.

Admissions Procedures for Visiting Students

Chatham welcomes visiting students from other colleges and universities for one term, an Interim, or a full year. The student should be in good academic standing at her own institution and should have written approval from the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. All inquiries should be directed to the Office of Admissions.

Admissions Procedures for Special Students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined for freshmen or for Gateway students. Those students with advanced standing at another accredited institution of higher education should request that the college or colleges previously attended send an official transcript directly to the Chatham Office of Admissions.

Admissions Procedures for High School Guest Students

Chatham invites serious high school students who seek the additional challenge of college-level work while still in high school to participate in the High School Guest Program as part-time guest students. Students or secondary counselors should contact the Office of Admissions for detailed information and application procedures.

Admissions Procedures for International Students

Chatham welcomes students from other countries, who follow the same application procedures as students residing in the United States. Competence in use of the English language is a condition for admission; international applicants thus are required to submit results of the Test of English as a Foreign Language (TOEFL) as well as other academic credentials. International students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll

or no later than June 15 for spring admission, although later deadlines are possible in individual cases.

If an international student is accepted for admission and confirms in writing her intention to enroll, the Office of Admissions will issue a Form 1-20-AB, required by the United States government for issuance of a student (F-1) visa. The Form 1-20-AB must be accompanied by formal documentation from the student and her family showing adequate financial resources to meet the educational costs. More specific information is available from the International Student Adviser, Office of Admissions.

Readmission to Chatham

Students who formally withdraw from the College, as opposed to those who receive formal Leaves of Absence, are readmitted under the same procedure described above for transfer students. Students are required to reapply for admission if during the previous twelve months they have not been formally registered at Chatham, have not been on formal Leaves of Absence, or have not officially withdrawn from Chatham. Students who wish to be readmitted also should arrange for an interview with the Vice President or Assistant Vice President for Academic Affairs. Completed applications and a \$15 non-refundable processing fee should be sent to the Office of Admissions no later than January 2 for the spring term or June 1 for the fall term.

The Gateway Program

The first of the Pittsburgh area institutions to make a serious commitment to adult students through the creation of the Gateway Program, Chatham welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted the college experience in order to raise families or begin careers; to women who already have a college degree but wish to enrich themselves further; to women who wish to enter the teaching profession by receiving state certification; to women who would like to prepare for graduate school; and to women seeking the knowledge needed to enter a new field or to develop themselves more fully in their present field.

To date, the Gateway Program has graduated over 300 women who have begun exciting careers, enriching their lives and the lives of those around them. These women recognize that intellectual growth continues through adulthood and that continuing their education fosters that growth. Gateway women have distinguished themselves in the academic and extra-curricular life of the College. The Gateway Program has enriched the educational experience of all of the College's students by allowing an exchange of ideas and perspectives among students of different

generations, thus adding another diversity to this diverse community.

Although Gateway students share in all of the educational resources of the College community, they enjoy the additional support of the Gateway office staff who offer personal counseling, academic workshops, and social activities. Each applicant is considered on an individual basis so that her goals, qualifications, and personal circumstances can be given special attention.

Admissions Procedures for Gateway Students

The Gateway Program is open to women who have been out of high school for seven years or more. Women may enroll as degree, non-degree, or post-graduate students and may carry a full- or part-time course load.

Applicants are required to

1. Complete an application form and brief autobiographical essay.
2. Pay an application fee of \$15.
3. Arrange a personal interview with a member of the Gateway Program staff. A degree candidate also must interview with a faculty member in her field of academic interest.
4. Submit any appropriate transcripts, letters of recommendation, or other relevant materials.

A Gateway Program applicant also is advised to read closely those sections of the *Catalogue* on the College Level Examination Program (CLEP) and Experiential Learning Credit (Academic Options and Resources, p. 32) since these programs frequently are applicable to a Gateway student's prior experience.

If a Gateway woman enters Chatham as a non-degree student, she must achieve a minimum C average to continue her studies for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If the student is accepted as a degree candidate, all the credits earned at Chatham apply towards that degree, and the regulations which govern degree students become effective.

Gateway students who are not receiving tuition assistance from corporations or from external institutional sources are eligible for a one-half tuition scholarship for the first seven courses, charged on a per-unit basis; additional courses and the final nine courses in fulfillment of degree requirements are charged at full tuition. Gateway degree candidates are eligible to apply for financial aid following the procedures outlined in the *Catalogue* section on Financial Aid.

Financial Aid

Financing an education is a partnership between the family and the College, an agreement that both parties commit their resources to the student's future. Chatham has available an excellent program of financial aid, and over 65 percent of Chatham students annually receive some form of assistance. Most aid is need-based, that need determined by a national uniform methodology which determines the amount of expected family contribution. The difference between the cost of education and the expected family contribution is the sum which the student will be awarded in aid. The awards are usually a combination of grants, loans, and employment. A student must reapply each year for financial aid. Financial assistance can be expected each academic year as long as the student maintains satisfactory progress and a determined financial need continues.

Application Procedures

Applicants for financial aid must submit the following financial information:

1. Financial Aid Form (FAF), obtained from the high school counselor or from the Chatham Financial Aid Office and filed with the College Scholarship Service;
2. application for a state grant;
3. Chatham Financial Aid Application;
4. a copy of the family's most recently filed IRS 1040 form (all schedules); and
5. the student's most recently filed IRS 1040 form, if applicable.

Freshman applicants should file the described forms at the same time they submit their Chatham applications for admission. Transfer students also must submit Financial Aid Transcripts from any post-secondary institutions previously attended. Any family having two or more dependent children in college for an academic year also will be required to submit enrollment verification for the student(s) not attending Chatham.

Chatham-Administered Aid

Chatham Grants. Funds from Chatham sources; based on financial need; do not require repayment.

Supplemental Educational Opportunity Grant (SEOG). Federal funds administered through Chatham to limited number of exceptionally needy students; must be enrolled at least half-time in good academic standing.

National Direct Student Loan Fund (NDSL). Loans administered

by Chatham, usually awarded in combination with grants and guaranteed work. Legal obligation for repayment, 5 percent interest; repayment begins six months after graduation.

College Work-Study. Federal funds used to employ students in various jobs on campus. Employment based on need; usually to incomes under \$30,000.

Chatham Jobs. Limited institutional funds used to employ students in various jobs on campus. Employment based on need; usually to incomes over \$30,000.

Guaranteed Employment. Institutional funds used to employ students in various jobs on campus. Employment limited to first-time freshmen who have applied for financial aid and have been determined to have no need.

Outside Sources of Aid

Pell Grants. Administered by federal government; restricted to undergraduate students with proven financial need. Applications are available through high school counselor or through the Chatham Financial Aid Office.

State Grants. Residents of Connecticut, Maryland, Massachusetts, Pennsylvania, Rhode Island, Ohio, Vermont, West Virginia, Delaware, and Washington, D.C. must apply for state scholarships if they are requesting financial aid from Chatham. These grants are administered by the financial aid agency in each state; applications are available from high school counselors or from the appropriate state agency.

Guaranteed Student Loans (GSL). Low-interest, long-term loan program for students enrolled at least half-time. Family income of over \$30,000 must demonstrate need; incomes \$30,000 or less are eligible for maximum amount. The student may borrow \$2,500 for an academic year or a maximum of \$12,500 over five years. Repayment and interest charges begin six months after the student leaves college.

Parents' Loan for Undergraduates (PLUS). Loans to parents of undergraduate students and to independent students. Interest rate 12 percent; repayment begins 60 days after disbursement. Not based on need.

Pennsylvania Higher Education Assistance Agency (PHEAA) Help Loan. A combination of the PLUS and a Supplemental Loan to total \$10,000 annually. Interest rate significantly lower than loans through other sources. Help Loans are available to out-of-state students attending approved Pennsylvania colleges and universities.

Chatham Scholarships

Merit Scholarships. Limited to first-time, full-time freshmen, Chatham Merit Scholarships are granted exclusive of financial need; highly competitive, these awards are designed to reward superior past achievement and future promise. Sixteen scholarships, four in each College division (Humanities, Sciences, Social Sciences, Fine and Performing Arts), will be awarded by the faculty based on a student's secondary record, on-campus testing, and interviews. Twelve divisional scholars, three per division, receive half-cost awards; four scholars, one per division, will be selected as Presidential Scholars to receive full-cost awards. Merit scholarships are renewable for four years, dependent upon satisfactory academic progress as determined by the Committee on Academic Standing. All candidates for merit scholarships are required first to apply for admission to Chatham, submitting application forms, SAT or ACT scores, transcript, and recommendations prior to on-campus testing.

Minna Kaufmann Ruud Voice Scholarships. Several voice scholarships of \$1,000 or more are available each year to students with outstanding talent in voice, regardless of financial need, who wish to combine vocal training with a liberal arts education. Awards are based on auditions held on-campus early in March and are renewable each year upon audition.

Chatham Gift and Endowed Scholarships. A number of scholarships are available to Chatham students through the generosity of individuals, groups, and foundations. These funds are awarded on the basis of financial need, academic achievement, and community involvement.

Financial Procedures

Charges and Expenses*

All the fees which a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources thus must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so. Parents and students also are encouraged to contact the Business Office directly with any questions they might have about financial procedures or payments. Tuition may be paid in installments. See p. 122 for details.

Charges for Full-Time and Part-time Students

For purposes of determining charges due, a student attending Chatham for the entire academic year is defined as full-time if

*The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.

she takes between 7 and 9 units. A full-time student is charged a flat tuition rate in both the fall and spring terms. A student enrolled in fewer than 7 units for the entire academic year is defined as part-time and is charged a per-unit fee for each course unit taken.

If a student is enrolled for only one term or for one term and the Interim, she is defined as full-time if she takes between 3 and 5 units. If she takes fewer than 3 units, she is defined as part-time.

Full-time Students

Resident students

Charges for the year:

Tuition	\$ 6,860
Room and board	3340
Student activities fee	<u>100</u>
	\$10,300

Payable:

By May 1 for new students;

by April 20 for returning students \$ 150

On or before August 1 4925

(Plus the \$50 refundable deposit required of newly-registered students)

On or before January 15 5075
\$10,300

Commuting students

Charges for the year:

Tuition	\$ 6,860
Student activities fee	<u>100</u>
	\$ 6,960

Payable:

By May 1 for new students;

by April 20 for returning students \$ 150

On or before August 1 3330

(plus the \$50 refundable deposit required of newly-registered students)

On or before January 15 3480
\$ 6,960

Part-time Students

Tuition \$816 per course unit

Payable:

On or before August 1 (fall term)

On or before January 15 (spring term)

If more than one course unit will be taken, the balance of charges is due on or before registration each term.

Special Interim Course Fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, however, may involve extra expenses for special supplies or for travel.

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived; however, a \$350 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required. In the absence of any exchange agreement, visiting students will be charged \$705 per course and, if they wish to live on campus, \$350 for room and board.

Other Fees

Application for admission\$15
The application fee is not refundable and is not credited on any College bill.

Deposit\$50
Newly-registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded on graduation or withdrawal.

Late registration fee\$15
Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.

Student activities fee\$100
This fee entitles each student to all student publications; admission to college social events, student-sponsored concerts, and lectures; and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government and is collected from both residents and commuters.

Overload fee\$816 per course unit
The standard tuition policy enables a student to register for a sufficient number of courses to meet graduation requirements in eight terms and four Interims. Students are assessed an overload fee of \$816 per course unit when they are registered for more than the normal academic load in a single academic year. For students who entered Chatham *prior* to September 1984, the overload policy applies to only those units over the usual 9 (or over 5 units when a single term and the Interim

are attended during a given academic year), based upon the former graduation requirement of 34 units. For students who entered Chatham *since* September 1984, the overload policy applies to those units over 9.5 per academic year, based on the current graduation requirement of 36 units.

The overload policy does not affect a student who chooses to maintain a normal academic load for each of the eight terms and four Interims (or the residence and unit requirements for transfer students). If, however, a student chooses to overload for any reason during any academic year, she must choose one of two options on the overload fee:

- a) Pay the stated per-unit overload fee, which will be assessed after registration for the second term. If the student withdraws from the College, any overload fees will be assessed at that time; or
- b) Pay an overload charge only in the event that the overload courses are used to meet graduation requirements. Under this option, the student signs a voucher for each overload course; at the time these courses are applied toward fulfilling the required units for graduation, the student will be billed for all overload fees at the current prevailing rate. The overload units will be added to the units taken in the final year to determine whether tuition is to be charged on the flat fee or per-unit basis. If a student completes course requirements for graduation in fewer than four years of full-time study (or the established residence and unit requirements for transfer students) by virtue of overloads in academic year courses at Chatham, payment will be required for such acceleration prior to the awarding of the degree. If a student pays four complete years of tuition at Chatham there will be no additional charge for courses taken above the norm and her vouchers will be canceled.

Course units earned through Advanced Placement, summer study, and other approved non-Chatham programs are excluded from the overload fee requirement.

Senior *in absentia* fee\$816

When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year *in absentia*, she will be charged an \$816 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Applied art fee \$40 per course unit
 Students enrolled in the Art Department's ceramics and two- and three-dimensional studio courses pay this fee to help to defray the cost of materials and supplies.

Infirmery fee \$10 per day
 The resident student's fee covers seven days' care in the College infirmery. Additional days are charged at \$6 per day. The student must pay for medicine and for part of the college physician's charges (\$5 per visit). The College bills the student for medical charges. (See *Health Services*, p. 37.)

Examination fees \$10
 A student who fails to take any required examination at the regularly scheduled time must pay a late examination fee of \$10. The College does not charge students for any exemption or credit they may earn by examination. When an outside examiner is needed, the student is asked to pay a special examiner's fee.

Audit fee \$25
 Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at the time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee \$40
 The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee \$170 per course unit
 The applied music fee is charged each term for a one-hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is \$85. Students majoring in music may take four course units of applied music at the rate of one per term without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing. Term or year
 program \$15
 Summer study program \$15

Payment of Expenses

Statements of accounts are mailed to parents or guardians of students approximately one month before the due date. Checks should be made payable to Chatham College and addressed to Chatham College, Woodland Road, Pittsburgh, Pennsylvania 15232,

Attention: Business Office. Payments must be made by the due date; any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Business Office.

If a student fails to make a satisfactory plan for payment of her account or fails to make satisfactory payments on the plan selected, the College reserves the right to withdraw charging privileges at the Bookstore, withhold grades, withhold a transcript of her college work, withhold statement of transfer in good standing, cancel dining hall privileges, request that a student vacate her residence hall room, cancel the student's registration at the College, and withhold granting of the degree and graduation. When a student is notified that any of the above sanctions has been placed against her, she has ten days in which to appeal the decision to the Treasurer of the College. When any of these sanctions has been applied against a student or when payments are not made within ten days of their due date, a special account default fee of \$25 will be added to the student's bill.

Each month during the academic year, students will receive statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc. Payment is due within 25 days; charging privileges may be withdrawn if the student account is delinquent.

Required Advance Deposit

All returning students must pay a \$150 advance deposit by April 20 of each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses. A student will forfeit the \$150 if she draws for a room in May but later elects to live off-campus.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements will be assessed one-half the annual charges.

Installment Payment Plans

Some parents or students may prefer to pay tuition and fees in monthly installments during the year, a convenience available through the College or through various tuition payment plans. One option involves payment of the net annual charges in monthly installments through either E.F.I. Fund Management, Academic Management Services, or Knight Tuition Payment Plan.

Outside agencies which serve as the College's representative in administering payments are all highly reputable. More detailed information is available from the Business Office upon request. Another option is to pay each term's charges in monthly installments, August 15 through November 15 for the fall term, January 15 through April 15 for the spring term. Again, more detailed information is available from the Business Office upon request.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in any off-campus program. Students and their parents should review their insurance coverage before enrolling in any such program.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes but before the conclusion of the second week of the term will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notifies the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50 percent of tuition, room and board, and fees will be charged.

When a student is withdrawing from the residence hall only, \$150 will be forfeited prior to the first scheduled day of occupancy. On or after the first scheduled day of occupancy but prior to the end of the first week of classes, the student will be liable for \$150 plus 20 percent of room and a pro-rated portion of board. After the end of the first week of classes but prior to the end of the fourth week of classes, 100 percent of room plus a pro-rated portion of board will be forfeited. This policy is applicable where a student arranged for on-campus living or was required to but did not obtain off-campus living approval.

When payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. When payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception after the first four weeks of classes. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Business Office.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Vice President for Academic Affairs or the Director of Counseling receives her completed notice of withdrawal. Withdrawal for

refund purposes also is defined as encompassing Leaves of Absence and Junior Year Abroad programs. The College will not refund a student's initial \$50 deposit until she formally has completed the notification of withdrawal. When withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Affairs received written notification of the student's intent to live off-campus, subject to the approval of that request to live off-campus.



General Information

Buildings and Facilities

Academic Buildings and Facilities

Braun Hall of Administration (1953) was named in honor of Arthur E. Braun, chairman of the Board of Trustees for 50 years. Adjoining Falk Hall, Braun contains the Business Office, Gateway Program Office, President's Office, Public Relations Office, Office of Academic Affairs, the Braun Conference Room, and faculty offices. On the lower floor is the *Media Center* with two regular and one graphic arts darkrooms, slide editing room, video editing room, television studio, and writing laboratory. *Media Center* equipment includes VHS 1/2" color equipment, video editing equipment, studio lighting, Apple Macintosh computers with graphic capabilities, and a full range of graphic art, photographic, projection, audio, and media production equipment.

Louise C. Buhl Hall of Science (1930) was erected in honor of Mrs. Henry Buhl, Jr., who together with her husband promoted higher education programs for women. Buhl contains individual, specialized research spaces; modern laboratories and classrooms;

climate-controlled instrument laboratory; hot and cold biology rooms; computer facilities and equipment; such modern instruments as NMR, IR and UV-Visible spectrophotometers, GCs, X-ray diffractometer, and color microvideo and video demonstration system; the Wallace Lecture Hall; and the Rachel Carson (Class of 1929) Memorial Seminar Room. A greenhouse is adjacent to Buhl.

Campbell Memorial Chapel (1950) was refurbished and rededicated in 1984 to the memory of Mary Campbell Eckhardt, Class of 1943, and of her father, Robert Davis Campbell, former member of the Board of Trustees. The large auditorium with performance acoustics seats 750 and contains a completely rebuilt four-keyboard Möller organ, considered to be one of the finest such instruments in the country. On the ground floor of the chapel are Department of Music faculty offices, music theory and seminar rooms, practice rooms, and the music library.

Coolidge Hall of Humanities (1953), adjacent to Falk Hall, was named in memory of Cora Helen Coolidge, Dean of Education and Professor of English from 1906 to 1917 and President of the College from 1922 to 1933. The building contains classrooms and faculty offices.

Edward Danforth Eddy Theatre (1974), adjacent to the Jennie King Mellon Library, is named in honor of the President of the College from 1960 to 1977. The 285-seat tiered auditorium has a large thrust stage and full audio-visual equipment.

Falk Hall of Social Studies (1953) adjoins Braun and Coolidge Halls and was named in memory of Laura Falk, Pittsburgh benefactor and humanitarian. It contains the Registrar's Office, Personnel Office, Central Services, Faculty Lounge, Gateway Lounge, Day Students' Lounge, classrooms, and faculty offices.

Physical Education Building (1952), built on the former McCargo property, contains a gymnasium, dance studio, and weight room; adjacent to the building are a hockey field, archery range, and the Lodge, reconstructed from the McCargo garage. Nearby are additional athletic facilities, including platform tennis courts, tennis courts, swimming pool, exercise room, and bowling alleys.

James Laughlin Music Center (1931) was donated in memory of the first President of the Board of Trustees and one of the founders of the College. Formerly the College Library, it now houses the *Center for Professional Development*, the Welker Room for musical performances, Department of Music faculty offices, practice rooms, and art exhibition space.

Jennie King Mellon Library (1973) was given in memory of Mrs. Richard B. Mellon, Class of 1887. A modern, temperature-controlled facility with a service-oriented professional staff, the Library contains over 125,000 volumes, 560 subscriptions to periodicals, open stacks, individual study carrels, seminar classrooms, and computerized search systems. Also housed in the Library is the College *Computer Center* with Digital Equipment PDP 44/11 for academic-administrative computing, Apple microcomputers for student

academic use, and an IBM PC computer classroom.

Woodland Hall (1909) contains in addition to its residence facilities the College *Art Studios*, Department of Art faculty offices, and the *PLAYroom*, a flexible theatre space with sound and light equipment.

Other Buildings and Facilities

Beatty Hall (1896) was named in memory one of the founders of the College, the Reverend William T. Beatty, and is currently occupied by the Pittsburgh Regional Library Center. Built by Mary Childs and William H. Rea, the first Rea family members to move to the Woodland Road area, the house was acquired by Chatham in 1947.

Gregg House (1909), 129 Woodland Road, has been the President's House since 1945 when it was given to the College by John R. Gregg's descendants.

Lindsay House (1910) was built as a home for the seventh president of the College, Henry Drennan Lindsay, and his family. The home of Chatham presidents through 1945, Lindsay now contains the Alumnae Relations Office, the Annual Fund Office, and facilities for overnight guests.

Andrew W. Mellon Center (1887) was built by George M. Laughlin and was home to Andrew W. Mellon, United States Secretary of the Treasury, from 1917 to 1937. Donated to the College in 1940 by his son Paul Mellon, it now houses the offices of *Admissions*, *Financial Aid*, *Dean of Student Affairs*, *Student Activities*, and *Counseling*. The bowling alleys and swimming pool added to the home by Andrew W. Mellon are in regular use. First-floor living areas are used for social events and meetings; student activities and administrative offices are located on the second and third floors. *Paul R. Anderson Dining Hall* (1971) is an addition to Mellon Center. It is named for

Dr. Anderson, President of the College from 1945 to 1960. A snack bar is located on the lower level.

Mellon Carriage House was part of the original Andrew W. Mellon estate and now houses the *Post Office*, *Chatham Bookstore*, and *Physical Plant Office*.

Mary Acheson Spencer House (1953) was built by the College and named to honor a Chatham alumna of 1883 who was a member of the Board of Trustees for 50 years. It is the home of the Dean of Student Affairs.

Residence Halls

Berry Hall (1895) was purchased by the College in 1962 and named in honor of George A. Berry, member of the first Board of Trustees. An example of the Charles Bulfinch style of architecture seen in Boston's Faneuil Hall, Berry Hall is a Georgian traditional design with symmetrical proportions. Berry can house approximately 25 students and provides a living room, television room, study facilities, veranda, and laundry facilities.

Dilworth Hall (1959) was built by the College and named in honor of Joseph Dilworth, one of the founders of and a financial adviser to the College. A bequest from Dilworth, who died in 1885, began a fund to erect Dilworth Hall, a three-story, red brick building housing 66 students and containing two College apartments. The hall provides a living room, television room, study room with wood-burning fireplace, fully-equipped kitchen, and laundry facilities.

Fickes Hall (c.1927), owned by aluminum pioneer Edwin Fickes, was donated to the College in 1943; in 1946 the home was enlarged by a three-story structure which joined the original home and the carriage house. Fickes provides a living room, television room, study area, sun porch, patio, recreation

area, and laundry facilities for its one hundred residents.

Marjory Rea Laughlin House (1913) was built by James Laughlin, president of the College's first Board of Trustees. Given to the College in 1967, Laughlin houses 31 students and is distinguished by its unconventional first-floor layout with side entrance, huge entrance hall area, and beautiful staircase. The student rooms upstairs progress in a maze-like fashion, and the home is appointed with leaded glass and wooden paneling throughout. Laughlin House provides a living room, television room, study area, patio, equipped kitchen, and laundry facilities.

Julia and James Rea House (1912), was built by James C. Rea and Julia Dodge Rea; it was donated to the College in the late 1960s. The 23-room brick home is modeled on a large English country house with its rich wooden paneling and many fireplaces. Rea House accommodates thirty students and provides a living room, dining room, television room, solarium, patio, kitchen, and laundry facilities.

Woodland Hall (1909), the largest residence hall on campus, is a four-story, red brick building; in 1930 a south wing was added and in 1952 a further addition created a U-shaped building which houses 125 students. Woodland provides a living room, television room, study rooms, and laundry facilities. It also houses the *College Infirmary*, *Campus Security Office*, *Art Studios*, and *PLAYroom*.

Endowments and Gifts

Library Endowments

The income from the following funds is used for the purchase of books:

- Class of 1956 Book Fund
- Class of 1957 Book Fund
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How To Get To Chatham

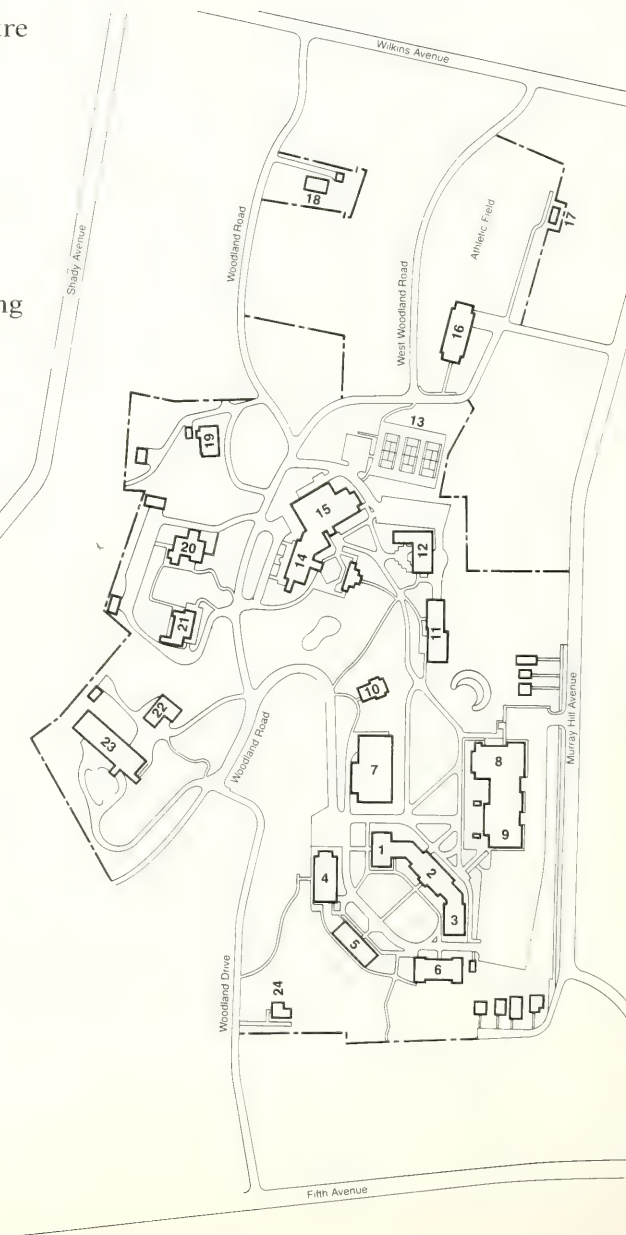
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 45 minutes from the airport. At least an hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines daily with flights to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.



Map of Campus

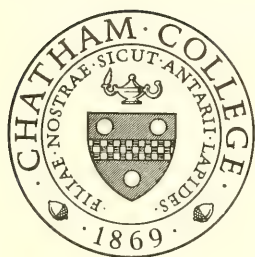
1. Braun Hall
2. Falk Hall
3. Coolidge Hall
4. Campbell Memorial Chapel
5. James Laughlin Music Center
6. Buhl Hall
7. Woodland Hall
8. Edward D. Eddy Theatre
9. Jennie King Mellon Library
10. Lindsay House
11. Dilworth Hall
12. Mellon Carriage House
13. Tennis Courts
14. Andrew W. Mellon Center
15. Paul R. Anderson Dining Hall
16. Physical Education Building
17. Lodge
18. Gregg House
19. Berry Hall
20. Marjory Rea Laughlin House
21. Julia and James Rea House
22. Beatty Hall
23. Fickes Hall
24. Mary Acheson Spencer House



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Chatham College

Catalogue Supplement

1986-87

This Catalogue Supplement is to be used in conjunction with the Chatham College Catalogue 1985-87 and reflects changes made since that Catalogue was published. The Supplement is cross-indexed at the back of this publication to the 1985-87 Catalogue.

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Academic Calendar

Fall Term	1986-87	1987-88
New Students Arrive	Thursday, August 28	Thursday, September 3
Freshman Testing, Advising	Friday, August 29	Friday, September 4
Upperclass Students Arrive	Monday, September 1	Monday, September 7
Fall Term Classes Begin	Tuesday, September 2	Tuesday, September 8
New Students Register	Tuesday, September 9	Tuesday, September 15
Last Day to Add Courses	Tuesday, September 16	Tuesday, September 22
Last Day to Drop Courses	Tuesday, September 23	Tuesday, September 29
Long Weekend	Thursday, October 16	Thursday, October 15
	Sunday, October 19	Sunday, October 18
Advising Week	Monday, November 10	Monday, November 9
	Friday, November 14	Friday, November 13
Interim Registration	Monday, November 17	Monday, November 16
	Tuesday, November 18	Tuesday, November 17
Spring Registration	Thursday, November 20	Thursday, November 19
Last Day before Thanksgiving	Tuesday, November 25	Tuesday, November 24
Thanksgiving Break	Wednesday, November 26	Wednesday, November 25
	Sunday, November 30	Sunday, November 29
Last Class of Fall Term	Tuesday, December 9	Tuesday, December 15
Final Examinations	Friday, December 12	Thursday, December 17
	Tuesday, December 16	Saturday, December 19
Winter Vacation	Wednesday, December 17	Sunday, December 20
	Sunday, January 4	Sunday, January 3
Interim Period	Monday, January 5	Monday, January 4
	Friday, January 30	Friday, January 29
Martin Luther King Day	Monday, January 19	Monday, January 18
Interim Break	Saturday, January 31	Saturday, January 30
	Tuesday, February 3	Tuesday, February 2
Spring Term Classes Begin	Wednesday, February 4	Wednesday, February 3
Last Day to Add Courses	Wednesday, February 18	Wednesday, February 17
Last Day to Drop Courses	Wednesday, February 25	Wednesday, February 24
Spring Vacation	Saturday, March 21	Saturday, March 19
	Sunday, March 29	Sunday, March 27
Advising Week	Monday, April 13	Monday, April 11
	Friday, April 17	Friday, April 15
Fall Term Registration	Thursday, April 23	Thursday, April 21
Final Copies of Tutorial Due	Friday, April 24	Friday, April 22
Last Class of Spring Term	Tuesday, May 12	Tuesday, May 10
Final Examinations	Friday, May 15	Friday, May 13
	Tuesday, May 19	Tuesday, May 17
Commencement	Friday, May 22	Friday, May 20

Academic Program and Procedures

General Degree Requirements

6. The completion of a minimum of 23 residence units at Chatham College for those students who enter with freshman status. All Chatham-directed Interim courses and courses taken in cross-registration are credited towards fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 18 units at Chatham College. Transfer students entering Chatham with junior or senior standing are required to be in residence for three long terms and to complete successfully a minimum of 14 units.

Core Curriculum

The Core

Freshman:	Concepts and Composition Gender Roles Advanced Composition
Sophomore:	The West and the World I The West and the World II
Junior:	Science and Technology Values in a Comparative Perspective

Core Curriculum Policies

Transfer Students

All transfer students entering the college as sophomores or juniors will complete courses as follows: students entering as sophomores in the fall term shall complete sophomore and junior courses; students entering as sophomores in the spring term shall complete the second half of the sophomore course and the junior courses; students entering as juniors in the fall term shall complete the junior core courses; and students entering as juniors in the spring term shall complete the second half of the junior core.

Transfers whose status will change during the academic year, *e.g.*, from advanced freshman to sophomore and from advanced sophomore to junior, should enter the core course for the advanced class status.

Grading

Core courses are offered on a Regular Grade basis; Gender Roles may also be taken on a Pass/Fail basis.

Academic Regulations

Dean's List. To qualify for the Dean's List, a full-time Chatham student must maintain an average of 3.50 or above. Part-time students (two course units) who maintain an average of 3.50 will receive a letter of commendation.

Courses of Instruction

Core Curriculum

100. Gender Roles.

Students will be given the option of taking this course for either pass/fail or for a regular grade effective January 1, 1986.

202. The West and the World II.

This course examines the interaction between the West and various cultures of the non-Western world during the past 500 years, more specifically the whys and hows of Western imperial expansion and the non-Western response to Western intrusion and domination. Political, economic, technological, cultural, and religious factors will be examined.

301. Science and Technology: World Hunger.

The course examines world hunger in an interdisciplinary manner focusing on human nutrition, population control, and increased food production through both conventional technology and also genetic engineering. Although the emphasis will be on the science and technology aspects, the ethical and political implications of proposed solutions and philosophical issues in evaluating hypotheses will be considered as well. Films, laboratory experiments, and discussions will supplement lectures.

Faculty Symposium

717. Life in Post-Industrial Society.

This course explores the extent, nature, and causes of the dramatic changes in American life over the past few decades. Changes in the areas of leisure and the arts, technology, work, politics, religion, and family life are examined through readings, films, guest lectures, and seminar discussion. Prerequisites: permission of instructor.

Biology

Requirements:

For a B.A. or B.S. degree the following are required: Biology 143, 144, 224, 241, 351, 352, 603-604, one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Electives must include biology courses numbered 200 and above. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on the exemption examination.

For the B.A. degree, 13 units are required. A minimum of one course unit must be taken from two of the three areas (I, II, III). The areas are as follows: Area I: Bio 221, 223, 301, 307, Chem 338, Psy 241; Area II: Bio 201, 203, 204, 258; Area III: Bio 216, 226, 227, 248, 340. Courses numbered above 200 without an area designation also count toward the major.

Delete: 290. Instrumental Analysis.

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients--their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion will be covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, world hunger, and other current concerns.

143, 144. General Biology.

A study of the basic concepts of living systems. Designed for biology majors and non-science majors. Provides a broad overview of biology and prepares majors for upper-level courses. The first term will concentrate on molecular and cell biology; the second term covers biology at the organismal and ecosystem level. This course is a prerequisite for all upper-level biology courses except as noted. Three hours of class and two hours of laboratory weekly.

351, 352. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. 1/2 course unit each of two semesters.

226. Toxicology.

An introduction to toxic substances, the classification, entry into living systems, mode of action and fate. Various living systems will be considered from the subcellular to the ecosystem level. Prerequisites: Biology 143, 144, and Chemistry 101 or 103.

Black Studies

Requirements: A study of the history, experience, and literature of peoples of African descent, designed to foster understanding of the culture of a significant segment of the population; available as part of a multidisciplinary major.

Chemistry

Delete: 236. Industrial Chemistry Seminar

Economics and Management

Major Requirements:

1. Management: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 223, 300, Mathematics 110, and one approved internship. The student may substitute Political Science 211 and 212 for Economics and Management 300 and Mathematics 110. In addition to the above each student is required to take at least four of the following courses: Economics and Management 206, 240, 310, 311, 324, 335, 347, 362, 374, 375, 385, Political Science 228.

3. International Business: 16 courses including the tutorial in Economics and Management. To fulfill the major requirements a student must take Modern Languages 205, one Modern Languages civilization course, and an approved translation course. Additional required courses include Economics and Management 101, 102, 105, 222, 240, 351, 310 or 311, 300 or 301, Political Science 104, and Mathematics 110. The student may substitute Political Science 211 and 212 for Economics and Management 300 and Mathematics 110. Finally, the student must take one of the following: Economics and Management 356, 358, or Political Science 217.

Interdepartmental Major Requirements:

1. Management: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 105, 222, and 335; and either 300 or else Political Science 211, plus any two additional courses within the department. The tutorial must demonstrate the relationship between Management and the other subject in the major.

2. Economics: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 231, 230 or 310, and Mathematics 110. The student must take three additional courses within the department. The tutorial must demonstrate the relationship between Economics and the other subject in the major.

3. International Business: not available for an interdepartmental major.

4. Students are not permitted to do intra-departmental majors (*e.g.*, may not combine Management and Economics majors).

100. The Economics of Social Issues.

This course will utilize current social issues to explain and illustrate elementary economic principles. The social issue is introduced, its economic aspects examined, and the basic economic principles necessary to analyze it are presented and applied to each issue. Not considered part of Economics and Management major.

375. Business Policy: Government and Society.

This important managerial strategy and policy course focuses on defining and explaining the multiple interrelationships between business organizations and their changing internal and external environments, specifically social, cultural, political, legal, economic, and technological milieus (both domestic and international). The corporate responses are to be analyzed and suggested.

Prerequisites: Economics and Management 105 and junior standing.

Title Change:

324. Federal Tax Law.

222, 223. Financial Accounting Principles I & II.

These two courses provide the student with an introduction to the fundamental principles and procedures of accounting, which include double-entry bookkeeping, the accounting cycle, end of period procedures, adjusting and closing entries, and preparation and interpretation of classified financial statements. The course includes application of generally accepted accounting principles and techniques currently used to accumulate and report financial data for sole proprietorships, corporations, and merchandising organizations. Prerequisite: Math 106 or permission of the instructor.

Education

Delete:

220. Group Independent Study: Microcomputers in Education.

Title Change:

102. Perspectives on Education.

English

322A. Special Topics.

Robert Frost. A study of Frost's full canon, of some of Frost's contemporaries, and of major critical judgments of Frost's work.

History

246. Problems in Contemporary Middle Eastern History.

The course focuses on problems created by the Middle East's Islamic and colonial experiences. Problem areas include the relationship of religion and politics, ideas of political community, attitudes toward change, relations with the West, economic and cultural dependency. Problem areas will be highlighted by the study of specific 20th century problems. Prerequisite: two 100-level courses in history or permission of the instructor. For spring term 1986.

253. Puritans in Old and New England: The Moral Athletes.

The Puritan faith is at the heart of Anglo-American experience in the early modern period. The course will examine their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social and political history, with extensive use of contemporary sources. Prerequisite: two 100-level courses in history or permission of the instructor.

Information Science

Requirements:

Information Science looks not only at the technical aspects of information processing and communication systems but also at the human components. The curriculum covers different cognitive styles and learning mechanisms as well as problem-solving behaviors. This study of human information processing is applied to develop programs that exhibit intelligence and can make informed judgments. Students also learn how to analyze and design computerized systems which can organize information in accessible and useful ways.

Modern Languages

French

Delete:

140. Paris: The Study of a City.

120. Comparative Languages.

Courses Renumbered:

127 to 127C

150 to 127A

160 to 127B

222 to 223A

225 to 223B

107. Introductory Reading Course in French.

For the student who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use. While not required, some previous contact with French would prove helpful.

Special Topics.

127. Topics: French Literature in Translation.

Reading and analysis of selected works in translation. These courses are not considered part of the French major.

127A. *Cherchez la Femme.*

Images of women in French literature. An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Moliere, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English.

127B. Simone de Beauvoir.

A study of France's most celebrated woman of letters: author of the feminist classic *The Second Sex*; co-originator with Jean-Paul Sartre of the major French school of existentialist philosophy; biographer, essayist, and Goncourt prize-winning novelist. All readings and class sessions in English.

127C. Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. All readings and class sessions in English.

3. Seminar: Special Topics in French.

Studies in particular areas of French language, literature, or civilization.

223A. French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la post-nouvelle critique" of the present day. Prerequisite: French 207 or departmental placement.

223B. Montaigne, Diderot, Stendhal.

A comprehensive and detailed study of selected works of Montaigne, Diderot, and Stendhal against the historical and political background, with emphasis on their exploration of the self, their concepts of human nature, and their search for happiness.

Delete: Latin 101, 102

Philosophy

Delete:

130. Philosophy of Education.

272. American Philosophy.

321. Seminar in Art and Religion.

Physical Education

101. Introduction to Whole-Life Physical Skills.

This course is designed to introduce the student to the concepts of fitness and health and to the physical skills needed to maintain fitness and health for life. Topics to be included in the course are physical fitness, health, nutrition, aerobic dancing, jogging and walking, swimming, and the use of weight and exercise equipment.

161. Beginning Golf.

This course emphasizes the development of fundamentals of golf. Emphasis is given to all strokes, strategies, and rules. The student is taught how to select, purchase, maintain, and properly care for equipment involved in golf.

Political Science

228. Public Administration.

An examination of the executive agencies and personnel of United States national, state, and local governments. Special attention will be given to the relationship between the structure of governmental systems and resulting characteristics of administration. Special topics to be considered include decision-making, budgeting, personnel, and administrative law.

300. Public Policy Analysis.

The seminar examines selected governmental policies within Western democratic political systems. The seminar is intended to provide students with analytic tools useful in evaluating such policies and in understanding the complex connections among perceived problems, governmental structures, policy choices, and policy implementation. Prerequisite: one 200-level course in Political Science or permission of the instructor.

Psychology

Requirements:

Substitute 302 for Individual Research in the requirements. "All majors must complete Psychology 101, 215, 220, and 302."

302. Junior Seminar.

Studies of contemporary psychological research literature. Course varies from year to year. Local resource persons and research facilities utilized. Major emphasis on preparation of plans for tutorial research. Instruction in writing

experimental research papers. Required of junior psychology majors. Non-majors may register with permission of the department.

Course transferred to department: 212. Introduction to Gerontology (from Biology).

The aim of this course is to guide the student through a systematic examination and assessment of the relative impact of biological, social, psychological, political, economic, and other institutional and non-institutional forces on the aging process. Prerequisite: Human Services Administration 101 or permission of the instructor.

Course Omitted from Catalogue: 350. Field Placement.

Human Services Administration

Major Requirements:

14 courses including Human Services Administration 101, 202, 235, 301-302, 350, Psychology 101, 220, and 315 and the tutorial.

Skills and Proficiency Requirements

2. Mathematical Skills

By the end of the Sophomore year, each degree student must demonstrate proficiency in mathematics equivalent to fulfillment of the prerequisites for Mathematics 106 (precalculus). This graduation requirement may be satisfied in one of the following ways:

- a) satisfactory demonstration of skills on the Mathematics Placement Assessment;
- b) satisfactory completion of the Mathematics Achievement Examination (modules I, II, III, IV) after work in the Mathematical Skills Program;
- c) enrollment in and successful completion of Mathematics 106, 101, 107, or 221;
- d) approval of transfer credit for a precalculus course completed at another institution.

Financial Procedures

Charges for Full-time and Part-time Students

To be considered as a full-time student for purposes of determining charges and eligibility for financial aid, a student must be enrolled for at least 3 1/2 units in the fall semester and/or 3 1/2 units for the combined interim-spring semesters.

Full-time Students

Resident students

Charges for the year:

Tuition.	\$7,364
Room and Board	3,586
Student activities fee	<u>100</u>
	\$11,050

Payable:

By May 1 for new students;	
by April 20 for returning students.	\$150
On or before August 1	5,425
(Plus the \$50 refundable deposit required of newly-registered resident students)	
On or before January 15.	<u>5,475</u>
	\$11,050

Commuting students

Charges for the year:

Tuition.	\$7,364
Student activities fee	<u>100</u>
	\$7,464

Payable:

By May 1 for new students;	
by April 20 for returning students.	\$150
On or before August 1	3,582
On or before January 15	<u>3,732</u>
	\$7,464

Part-time Students

Tuition. \$875 per course unit

Payable:

- On or before August 1 (fall term)
- On or before January 15 (spring term)

If more than one course unit will be taken, the balance of charges is due on or before registration each term.

Admissions and Financial Information

Financial Aid

Application Procedures

Applicants for financial aid must submit the following financial information:

1. Financial Aid Form (FAF), obtained from the high school counselor or from the Chatham Financial Aid Office and filed with the College Scholarship Service;
2. application for a state grant;
3. Chatham Financial Aid Application;
4. a copy of the family's most recently filed IRS 1040 form (all schedules);
5. the student's most recently filed IRS 1040 form, if applicable; and
6. any supporting documentation determined in consultation with the Chatham Director of Financial Aid.

Outside Sources of Aid

C *Pennsylvania Higher Education Assistance Agency (PHEAA) Help Loan.* Supplemental Loan to total \$10,000 annually. Interest rate significantly lower than loans through other sources. Help Loans are available to out-of-state students attending approved Pennsylvania colleges and universities.

Chatham Scholarships

Merit Scholarships. Limited to first-time, full-time freshmen, Chatham Merit Scholarships are granted exclusive of financial need. Highly competitive, these awards are designed to reward superior past achievement and future promise. Twelve scholarships, four in each College division (Sciences, Social Sciences, Humanities and Fine Arts), will be awarded by the faculty based on a student's secondary record and on-campus interviews. Divisional scholars receive half-cost awards renewable for four years, dependent upon satisfactory academic progress as determined by the Committee on Academic Standing. All candidates for merit scholarships are required first to apply for admission to Chatham, submitting application forms, SAT or ACT scores, transcript, and recommendations prior to the on-campus interview.

Chatham Gift and Endowed Scholarships. A number of scholarships are available to Chatham students through the generosity of individuals, groups, and foundations. These funds are awarded on the basis of financial need.

Special Interim Course Fees

For regular full-time students who take Interim courses on campus, there are no additional tuition, room, or board costs. Some Interim courses, however, may involve extra expenses for special supplies or for travel.

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived; however, a \$350 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required. In the absence of any exchange agreement, visiting students will be charged \$875 per course and, if they wish to live on campus, \$350 for room and board.

Other Fees

Overload fee. \$875 per course unit

The standard tuition policy enables a student to register for a sufficient number of courses to meet graduation requirements in eight terms and four Interims. Students are assessed an overload fee of \$875 per course unit when they are registered for more than the normal academic load in a single academic year. For students who entered Chatham *prior* to September 1984, the overload policy applies to only those units over the usual 9 (or over 5 units when a single term and the Interim are attended during a given academic year), based upon the former graduation requirement of 34 units. For students who entered Chatham *since* September 1984, the overload policy applies to those units over 9.5 per academic year, based on the current graduation requirement of 36 units.

Senior *in absentia* fee \$875 per course unit

When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year *in absentia*, she will be charged an \$875 per course unit fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Payment of Expenses (fourth paragraph)

Each month during the academic year, students will receive statements of accounts showing charges for bookstore purchases, infirmary bills, guest charges, etc. Payment is due within 15 days; charging privileges may be withdrawn if the student account is delinquent.

Installment Payment Plans

The Knight Tuition Payment Plan is not available.

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CLINTHAM COLLEGE

1932-1989



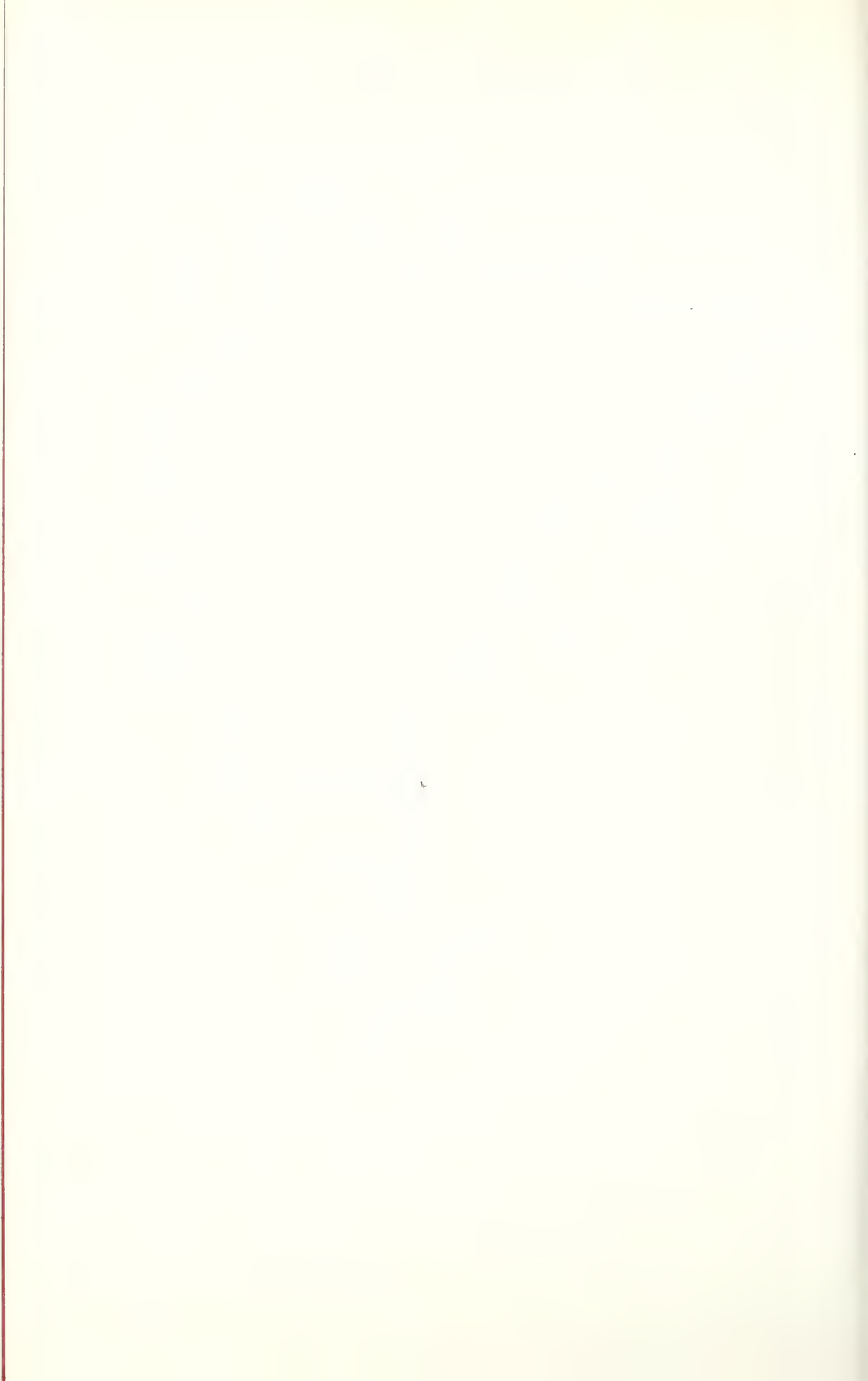
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Chatham College Catalogue 1987-1989



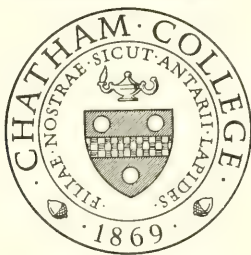
Woodland Road
Pittsburgh, PA 15232
412-365-1100

The history of life on earth has been a history of interaction between living things and their surroundings. To a large extent, the physical form and the habits of the earth's vegetation and its animal life have been molded by the environment. Considering the whole span of earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species—man—acquired significant power to alter the nature of his world.

Silent Spring
Rachel Carson, Class of 1929







Chatham College Seal

The seal is a symbolic representation of the ideals to which the College is dedicated. Chatham was founded in 1869 as an institution of higher learning, a purpose denoted by the ancient lamp of learning.

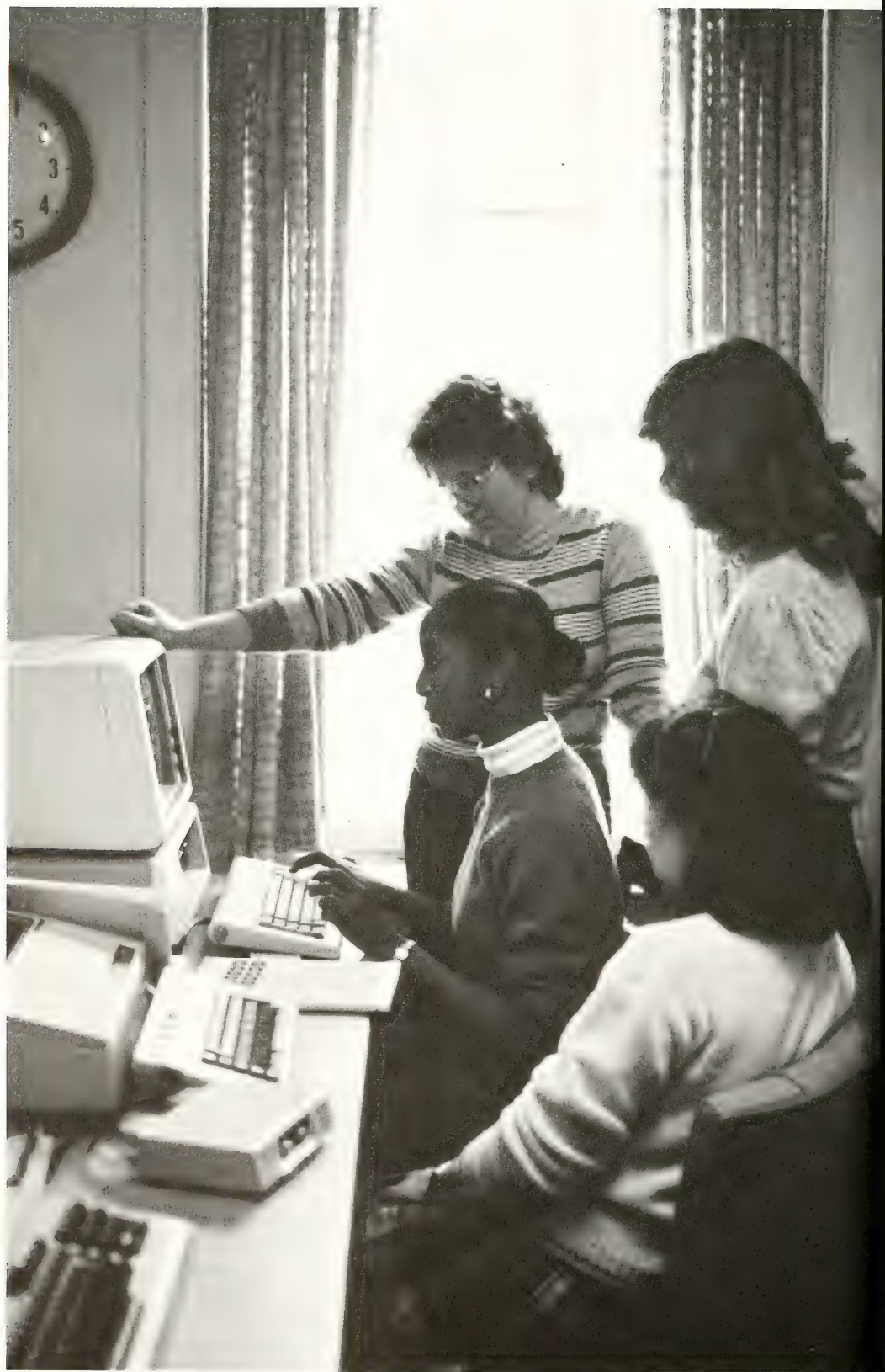
The College's Latin motto dates from the occasion of the laying of the cornerstone of the first new college building in 1871 and is taken from the twelfth verse, 144th Psalm of a 1579 Latin translation of the Hebrew Bible by Franciscus Iunius and Immanuel Tremellius. It expresses the founders' hope of providing service to society and is freely translated in the King James version of the Bible as "our daughters may be as cornerstones."

The acorns and the shield with its "fesse chequy" and Byzantine coins are taken unchanged from the crest of the Earl of Chatham and are a constant reminder of William Pitt's concern for the freedom of the individual.

Degrees and Accreditation

Chatham College grants the Bachelor of Arts and the Bachelor of Science degrees. The College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, the American Chemical Society, and the Pennsylvania Department of Education teacher certification program.

Chatham College administers its educational policies, scholarship and loan programs, and athletic and other extra-curricular programs without discrimination as to race, age, religion, handicap, color, and national or ethnic origin. Inquiries regarding compliance should be directed to the Dean of Students, Mellon Center, Chatham College, Pittsburgh, PA 15232 (412/365-1286).



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Academic Calendar

1987-88

1988-89

New Students Arrive	Thursday, September 3	Thursday, September 1
Freshman Testing, Advising	Friday, September 4	Friday, September 2
Upperclass Students Arrive	Monday, September 7	Monday, September 5
Fall Term Classes Begin	Tuesday, September 8	Tuesday, September 6
New Students Register	Tuesday, September 15	Tuesday, September 13
Last Day to Add Courses	Tuesday, September 22	Tuesday, September 20
Last Day to Drop Courses	Tuesday, September 29	Tuesday, September 27
Long Weekend	Thursday, October 15	Thursday, October 13
	Sunday, October 18	Sunday, October 16
*Staff Vacation Day	Friday, October 16	Friday, October 14
Advising Week	Monday, November 9	Monday, November 7
	Friday, November 13	Friday, November 11
Interim Registration	Monday, November 16	Monday, November 14
	Tuesday, November 17	Tuesday, November 15
Spring Registration	Thursday, November 19	Thursday, November 17
Last Day before Thanksgiving	Tuesday, November 24	Tuesday, November 22
Thanksgiving Break	Wednesday, November 25	Wednesday, November 23
	Sunday, November 29	Sunday, November 27
Last Class of Fall Term	Tuesday, December 15	Tuesday, December 13
Final Examinations	Thursday, December 17	Thursday, December 15
	Saturday, December 19	Saturday, December 17
Winter Vacation	Sunday, December 20	Sunday, December 18
	Sunday, January 3	Sunday, January 1
Interim Period	Monday, January 4	Monday, January 2
	Friday, January 29	Friday, January 27
Martin Luther King Day	Monday, January 18	Monday, January 16
*Staff Vacation Day	Friday, January 29	Friday, January 27
Interim Break	Saturday, January 30	Saturday, January 28
	Tuesday, February 2	Tuesday, January 31
Spring Term Classes Begin	Wednesday, February 3	Wednesday, February 1
Last Day to Add Courses	Wednesday, February 17	Wednesday, February 15
Last Day to Drop Courses	Wednesday, February 24	Wednesday, February 22
Spring Vacation	Saturday, March 19	Saturday, March 18
	Sunday, March 27	Sunday, March 26
*Staff Vacation Day	Friday, March 25	Friday, March 24
Advising Week	Monday, April 11	Monday, April 10
	Friday, April 15	Friday, April 14
Fall Term Registration	Thursday, April 21	Thursday, April 20
Final Copies of Tutorial Due	Friday, April 22	Friday, April 21
Last Class of Spring Term	Tuesday, May 10	Tuesday, May 9
Final Examinations	Friday, May 13	Friday, May 12
	Tuesday, May 17	Tuesday, May 16
Commencement	Friday, May 20	Friday, May 19

*College support services closed

“Energies of the Mind”: The Liberal Arts Experience

The mission of Chatham College rests upon the ideal articulated by philosopher Alfred North Whitehead, that the purpose of education is to free “those energies of mind which should direct the technical skill.” It defines those energies of mind as understanding of ideas, of the nature of knowledge, of the dutiful acquisition and use of knowledge, and of the infusion of values into the employment of skills.

Chatham is committed to releasing those energies by providing a strong liberal arts education designed to help women develop personally and professionally to their fullest potential. Viewed in the context of the future which women face in an interdependent world, this education should provide the student with

- a) a complement of skills essential for productive work and decision-making;
- b) a core of common intellectual experiences which imparts a set of attitudes and knowledge about the interdependent world and of methods of response to its opportunities and dilemmas; and
- c) the attainment of in-depth knowledge in one area of study which, along with other components, can equip the student for further academic work, for career opportunities, and for a life-long curiosity about the world.

Recently, the Association of American Colleges published a report on the state of higher education in the United States. It presented standards

for the skills and experiences which students should acquire in four years of college, standards which parallel Chatham's liberal arts curriculum. They include the ability to inquire, analyze, and think critically; the ability to read, write, and speak persuasively; the ability to understand numbers and statistics; a sense of history; an understanding of sciences; a sense of civilized values; an appreciation of the fine and performing arts; an insight into other cultures; and study in depth that cuts across academic disciplines.

According to Mark H. Curtis, president emeritus of the Association of American Colleges, baccalaureate education "strengthens the capacities of individuals to grow as literate, educated persons and prepares them to pursue beginning careers in several professions as well as advanced studies as further preparation for practice in others. Above all, baccalaureate education makes a vital contribution to the health of American democracy. Leaders in a complex, pluralistic society require not only technical or professional expertise but the ability to make consequential judgments on issues involving the contextual understanding and assessment of multi-faceted problems."

A liberal arts education has been accused of being the surest route to "occupational oblivion"—on the contrary, it is the only sure route to prevent such oblivion. Education must advance human as well as technological progress and must prepare people for civilized lives in civilized human communities, local, national, and global. The knowledge explosion and technological revolution have defined new frontiers of human achievement, but one cannot accept the greater promise without understanding its cultural and ethical dimensions. A liberal arts education directs its students to define present and future problems in their full breadth, intercultural and ethical, not allowing solutions to be dictated by those merely able to manipulate information and technology. Narrow specialized training always has been liable to replacement: a liberal arts education seeks to avoid vocational dead-ends by clearly distinguishing between "job" or "career," "technician" or professional," and "training" or "education."

History of the College

Schools for young ladies had existed in Pittsburgh ever since the 1780s, when, as one prospectus states, they were taught “the branches of needlework, namely plain work, colored work, and flowering: lace both by the bobbin and by the needle; fringing, tabouring, and embroidery. Also reading, English, and knitting if required.” The ladies’ seminaries of the 1820s and 1830s continued emphasis on the “female accomplishments”—music, drawing, painting, the use of French and German phrases—and, of course, on deportment and the ubiquitous needlework. They became more academically respectable with the addition of courses on writing, grammar, geography, Latin, chemistry, and history. The seminaries, however, did not have degree-conferring powers nor were they responsible to any accrediting body for the quality of the education they provided.

From its start in 1869 when Chatham was chartered under the name Pennsylvania Female College, the institution was a full-fledged college. In that short period in the 1870s when it also offered post-graduate work, Chatham had courses in Anglo-Saxon, advanced classical and modern languages, trigonometry, calculus, geology, political science, and political economy as well as in international law; the theory, history, and practice of architecture; and the literature of the Bible, including its languages, history, rhetoric, poetry, its ethics, and its inspiration. Undergraduates were offered logic, mental and moral philosophy, physics, chemistry, botany, astronomy. Students were required to take two years of Latin and three years of either French or German.

Thus from the beginning Chatham offered to women an education comparable to that which could be achieved by their brothers at “colleges of the first class.” This had been the dream of the Reverend William Trimble Beatty, pastor of the Shadyside Presbyterian Church. With a group of like-minded Pittsburghers he had seen the need for the solid academic training of their daughters. And the dream was still a bit ahead of the times: 1869 was that same year when John Stuart Mill published “The Subjection of Women” and that year when the National Association of Woman Suffrage was founded. In her history, *Chatham College: The First Ninety Years*, Laberta Dysart writes that Chatham was “the earliest extant liberal arts college for women beyond the Alleghenies established originally as a college rather than as a seminary.” It is one of the three or four original eastern colleges for women which still remains exclusively a women’s college.

In the beginning, Chatham College occupied one building (the George A. Berry mansion), eleven acres, and just over a hundred students. Today (after a name change in 1890 to Pennsylvania College for Women and in 1955 to Chatham College), the institution has thirty buildings, fifty splendid acres, and approximately six hundred students. The College is fully accredited, non-sectarian, and private. Chatham’s endowment of over thirty-five million dollars is among the largest per student of any college or university in the nation.

Throughout its history Chatham has been a pioneer in curricular progress, adapting its educational program to meet society’s changing needs while maintaining the intellectual integrity of the liberal arts. The College’s first curriculum required proficiency of all students in Latin, French or German, higher mathematics, history, English, natural sciences, systematic Bible history, and Anglo-Saxon. In succeeding years electives ranging from modern literature to family living were added and the number of required courses reduced. By the 1940s the faculty had reorganized the curriculum into lower and upper divisions, the lower division focusing on the major fields of human thought and the upper division on the student’s field of special interest. Such a program had the dual aim of providing both a broad cultural background and an opportunity for specialization.

Post-World War II revisions developed a required Basic Curriculum that included courses such as The Arts, Modern Society, Natural Sciences, Speech, and Philosophy. By the 1970s Chatham again adjusted its curriculum to reflect new career needs, adding major programs in

Communication and in Administration/Management. The success of these academic reforms was reflected in Chatham's being listed among the top ten colleges for women in the United States and in being selected by the Ford Foundation as one of the twelve most dynamic and innovative colleges or universities in the northeastern United States.

During the last four years Chatham's faculty has again responded to change through curricular revision, reinstituting the concept of a required basic curriculum. The Core Curriculum, interdisciplinary and team-taught, focuses again on the major fields of human thought and asserts the College's commitment to the well-educated woman. The Administration/Management major has been reshaped into Economics/Management with an International Business concentration, the Communication program has been revised with an emphasis on writing, and new majors in Human Services Administration as well as Information Science have been developed.

The present curriculum would be nearly unrecognizable to the College's founding fathers, so insistent on their higher Latin, Greek, and Anglo-Saxon. Quite recognizable to them, however, would be Chatham's continued insistence on providing women with the tools they need to effect social change and intellectual growth.



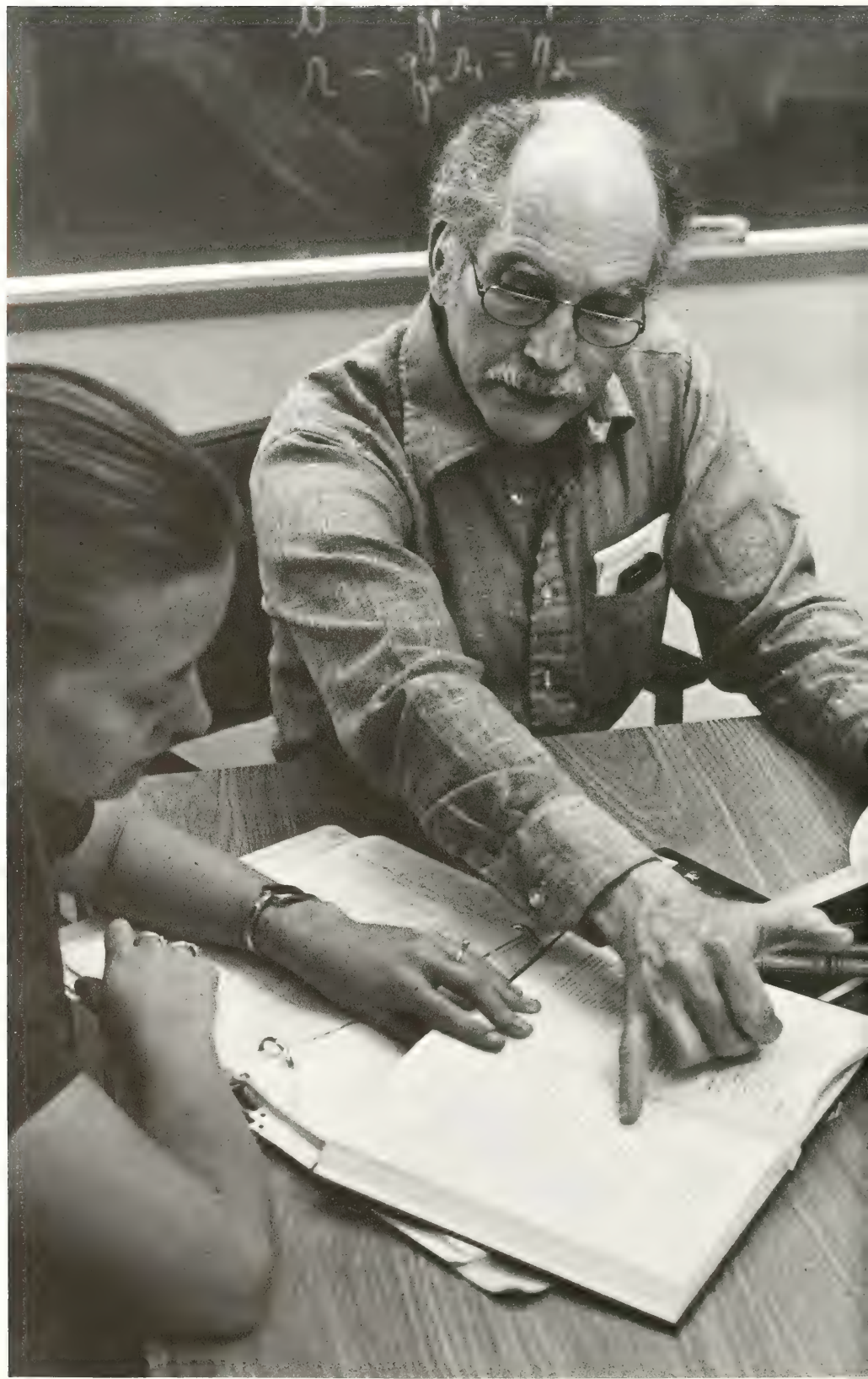
Pittsburgh

One of Chatham's biggest educational and social assets is its location in the city of Pittsburgh. The nation's most livable city, according to Rand McNally in 1985, Pittsburgh also is rated one of the safest cities in the United States. Pittsburgh's "Renaissance II" is underway in the city, producing futuristic skyscrapers and a new subway system. The "Smoky City" tag is obsolete, unless one counts the puff of fireworks over historic Fort Pitt or Three Rivers Stadium.

It is a city of culture, home of the Pittsburgh Symphony, Three Rivers Arts Festival, and the Carnegie International. Site of the nation's first public television station, which creates such offerings as "Once Upon a Classic" and National Geographic specials, Pittsburgh also houses a superb ballet company, an excellent opera, a Shakespeare festival, and fine theatres. The Carnegie Institute contains several museums under one roof, and there are many more specialized museums throughout the city.

Pittsburgh is a place for career opportunities and abundant internship sites. With its three rivers, the city is the busiest inland port in the United States, an international hub with direct access to world markets. Third largest corporate headquarters in America, it is home for such giants as Alcoa, PPG, USX, Dravo, Westinghouse, Heinz, Koppers, and Rockwell, with 97,000 executives, \$151 billion in annual sales, and a strategic location near 70 percent of the nation's population. Pittsburgh, too, is a city of research with 25,000 scientists and 170 research facilities. Its hospital systems are among the finest in the nation, at the forefront in education, research, and organ transplants.

Pittsburgh is home to farmers' markets and elegant skyscraper restaurants, restored Federal-period townhouses and hi-tech architecture, neighborhood ethnic bistros and jazz bars, to Flashdance and the Pittsburgh Ballet Theatre. It also is home to the 60,000 college students who live, learn, and enjoy this "City of Neighborhoods." The colleges and universities of Pittsburgh are much like the city itself, diverse in their academic offerings and special strengths, different in their sizes and architecture but with the same spirit of cooperation and innovation that marks the city. Students may cross-register, use the facilities of other institutions, and participate in extracurricular programs, evidence of ten institutions working together to strengthen the educational offerings of all.



Academic Program and Procedures

General Degree Requirements

The Bachelor of Arts degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent, the last six units to be completed in residence, and the satisfactory completion of at least two approved Interim programs;
2. The satisfactory completion of all core requirements;
3. The satisfactory completion of all proficiency requirements;
4. The satisfactory completion of all departmental, interdepartmental, or multidisciplinary major requirements;
5. The satisfactory completion of the tutorial; and
6. The completion of a minimum of 23 residence units at Chatham College for those students who enter with freshman status. All Chatham-directed Interim courses and courses taken in cross-registration are credited towards fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 18 units at Chatham College. Transfer students entering Chatham with junior or senior standing are required to be in residence for three long terms and to complete successfully a minimum of 14 units.

The Bachelor of Science degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent, the last six units to be completed in residence, and the satisfactory completion of at least two approved Interim programs;

2. The satisfactory completion of all core requirements;
3. The satisfactory completion of all proficiency requirements;
4. The satisfactory completion of the major in chemistry or in biology (A chemistry or biology major also is possible for the Bachelor of Arts degree.);
5. The satisfactory completion of the tutorial; and
6. The completion of the residence requirements outlined in Item 6, Bachelor of Arts degree, above.

Core Curriculum

The mission of the core curriculum of the College rests on three assertions to which the whole College community subscribes:

- I. The education which will influence a student for her next twenty or forty years must equip her for the inevitable changeability of the world she lives in, and it must anticipate some of the kinds of change she will face.
- II. The education which the College offers must represent fairly the truth of learning, that ideas and institutions and nations as well as individuals are interdependent; the curricular reflection of this truth lies in the interdisciplinary nature of the courses in the core of the curriculum, the area shared by all students.
- III. The education that a student begins in college may reasonably be expected to prepare her for a career, allowing for the possibility that it may not train her for a particular task or profession which may well not be in demand or of interest to her a decade, a year, or even a month after her graduation.

As the foundation of Chatham's educational offerings, the Core consists of seven interdisciplinary courses distributed throughout the first three years of college, comprising one-fifth of the course requirements for graduation. All courses were developed to provide a common intellectual experience which imparts a set of attitudes and knowledge about an

interdependent world. All Chatham faculty participate in the Core, lecturing and leading discussions to expose students to components of liberal education and to the world in which they live.

The Core Courses

Freshman Core

Concepts and Composition.

This course will consider some basic concepts: orders of magnitude, chronology and causation, coordination/opposition, subordination, sets and subsets, interpolation, extrapolation, statements and illustration, validity and proof. It will cover grammar as a mechanism designed to convey these concepts, and it will use several strategies of inquiry as ways of generating and organizing information. Frequent short essays will test the student's mastery of the concepts and control of the language's ability to express them.

Gender Roles.

This course is designed to provide the students with knowledge and ideas that will assist them in learning to assume responsibility for their own lives and to exert control over those lives as morally autonomous adults. This course is the Freshman Interim requirement.

Advanced Composition.

Advanced Composition will serve as a review of writing and thinking skills as well as an introduction to the conventions and methods of each academic division.

Sophomore Core

The West and the World, 1450-1900.

The interrelationship of civilizations in the modern world is the focus of this course. It examines the development and reasons for Western hegemony and the impact of Western empire building upon non-Western societies. Political, economic, ethnological, and cultural aspects of this imperialism will be investigated.

The West and the World: The Twentieth Century.

This course sketches the economic, political, and cultural contours of the twentieth century world. It focuses on the challenges posed to liberal capitalism and democracy by competing ideologies and on the end of

European hegemony. Within a framework that stresses the interdependency of the West and the Third World, the course analyzes the efforts of Asia, Africa, and Latin America to emerge from colonialism and economic dependency.

Junior Core

Science and Technology: World Hunger.

This course examines world hunger in an interdisciplinary manner focusing on human nutrition, population control, and increased food production through both conventional technology and also genetic engineering. Although the emphasis will be on the science and technology aspects, the ethical and political implications of proposed solutions and philosophical issues in evaluating hypotheses will be considered as well. Films, laboratory experiments, and discussions will supplement lectures. Prerequisite: completion of the mathematical proficiency requirement, Modules I and II or equivalent; completion of the computer literacy proficiency requirement; and completion of the writing proficiency.

Human Values.

This course examines some important value questions and focuses on responsibility to self and others. It uses essays, short stories, plays, movies, and case studies to present instances of conflict among values. It emphasizes the identification of values and value perspectives and the importance of seeking resolutions to such conflicts.

Core Curriculum Policies

A freshman entering the College after the first term should enroll in the course offering during the Interim. She should enroll in Concepts and Composition and Advanced Composition during the succeeding year unless she sufficiently demonstrates writing proficiency to enter Advanced Composition during the spring term.

Transfer Students

All transfer students entering the college as sophomores or juniors will complete core courses as follows: students entering as sophomores in the fall term shall complete sophomore and junior courses; students entering as sophomores in the spring term shall complete the second half of the sophomore course and the junior courses; students entering as juniors in the fall term shall complete the junior core courses; and students entering as juniors in the spring shall complete the second half of the junior core.

Transfers whose status will change during the academic year, *e.g.*, from advanced freshman to sophomore and from advanced sophomore to junior, should enter the core course for the advanced class status.

Gateway Students

Gateway students with advanced freshman standing will be considered to be transfer students; as such, they will not enroll in Concepts and Composition in the fall. Gateway students without any advanced standing will fall into two categories: part-time students and full-time students. Part-time students should be encouraged to take another course prior to enrollment in Concepts and Composition. Full-time Gateway students without advanced standing should enroll in Concepts and Composition in the fall of their freshman year.

Students on Leave

A student who participates in Junior Year Abroad for either one or two terms or in the Washington Semester Program is exempt from the core courses she would have enrolled in had she remained on campus. A student who takes a Leave of Absence for the purpose of enrollment in another accredited college or university is required to fulfill all core requirements.

Grading

Core courses are offered on the Regular Grade basis only. The grade F will be used to indicate a student's failure in a core course. If a student fails a core course, she must retake and pass it or pass a suitable substitute acceptable to the Committee on Academic Standing. If a student fails a core course, she will be permitted to take the next course in the core sequence the following term unless the instructors of the failed course recommend that she not be permitted to do so.

Core Sequence

A student usually will take the core courses in their proper sequence, but she will be permitted to take concurrently two core courses with the approval of the Committee on Academic Standing. Exemption from a core course because of early graduation must be requested through a petition to the Committee on Academic Standing.

Withdrawal

A student will not be permitted to withdraw from a core course except for documented personal or medical reasons and with the support of the core instructor.

Skills and Proficiency Requirements

Instruction in basic skills, placement of students within the program, and administration of diagnostic and proficiency tests are supervised by the Center for Professional Development (see p. 29) and are intended to be an integral part of the core curriculum. Attaining an acceptable proficiency level in each designated skill area is designed to maximize growth and development in each of the seven core courses and in all college work. Testing is available to all students across the College. As a condition of junior status, all degree students are required to demonstrate proficiency in the following:

1. Writing Skills

This requirement is fulfilled by satisfactory completion of the Core courses Concepts and Composition and Advanced Composition. All students admitted to the College before Fall 1985 or students who have advanced standing or transfer status may continue to satisfy the College's writing requirement by successfully completing either Expository Writing I or the English Proficiency Examination.

2. Mathematical Skills

As a requirement for graduation, each degree student must demonstrate proficiency in mathematics equivalent to fulfillment of the prerequisites for Mathematics 106 (pre-calculus). Each term a placement examination is administered to students. Students demonstrate proficiency in one of the following ways:

- a) enrollment in and the successful completion of Mathematics 099, 101, 106, or 107;
- b) satisfactory completion of the Mathematics Achievement Examination after work in the Mathematical Skills Program;
- c) recommendation for placement in Mathematics 106 based on the results of the Mathematics Proficiency Examination;
- d) approval of transfer credit for a pre-calculus course completed at another institution;*
- e) an approved Summer School course in Mathematics.**

*Students completing the equivalent of Math 099 at another institution must pass the Mathematics Proficiency Examination. If the student passes the examination, 1/2 unit of credit may be given.

**Chatham students will be able to take a course equivalent to Math 099 in summer school at another institution if prior approval is given by the CPD, in consultation with the Mathematics Department and the Assistant Vice President of Academic Affairs.

Satisfactory completion of Modules I and II of the Mathematics Proficiency is a prerequisite for enrollment in the junior core course Science and Technology.

3. *Computer Literacy*

Students will have fulfilled the proficiency requirement when they either have satisfactorily completed any of the course offerings in Information Science or else have certified their proficiency in completing the following specific tasks by the end of their sophomore year:

- a) Word Processing: using a word processing package to produce a simple letter. At present Wordstar is the software package which is being used on campus; however, any other word processing package with a reasonable level of sophistication would be an acceptable alternative;
- b) Spreadsheet: using Lotus 1-2-3 or another spreadsheet for no less than one application which requires rows and columns, *e.g.*, budget, expense report, or weekly class schedule;
- c) Data Base: using dBase II or any other data base management system to create a simple record-keeping system (*e.g.*, a shopping list or recipe file) and producing at least two reports which have been sorted in some way;
- d) Graphics: using the Macintosh which is available on campus or any other graphics package to produce no less than two different pieces, one of which must be a graph with some fancy lettering; and
- e) Bibliographic Searching: using Wilsearch to perform at least one bibliographic search on-line. Students will be expected to attend one of the various announced workshops, which will be coordinated with the Library staff.

Satisfactory completion of computer literacy is a prerequisite for enrollment in the junior core course Science and Technology.

4. *Library and Research Skills*

Students are expected to be able to locate and gather information from primary and secondary sources, to write reports using research, and to cite their sources accurately. The proficiency requirement is satisfied by attendance and participation in the library workshops given during Orientation and by the instructional sessions provided throughout the first year of the Core Curriculum.

5. *Reading and Language Skills*

All incoming students are expected to read critically, to interpret inferentially as well as literally, to assimilate new or technical vocabulary, to vary their reading speed and method, and to separate their opinions and assumptions from those of the writer. Evaluation of reading and vocabulary skills is conducted throughout the first year of the core curriculum. Students whose performance does not demonstrate proficiency may prepare for subsequent tests through the Center's non-credit program in reading and vocabulary development utilizing programmed materials and computer-aided instruction.

6. *Presentation and Effective Communication Skills*

Students will have fulfilled the Effective Communication Skills proficiency when they satisfactorily demonstrate an oral presentation in one of the following ways:

- a) satisfactory in-class oral presentation evaluated according to the criteria set forth on the Speech Performance Evaluation Sheet;
- b) enrollment in and the successful completion of *Theatre 158, Speaking to Inform and Persuade*;
- c) attendance at an oral communication workshop offered by the Center for Professional Development culminating with an in-class or prearranged oral presentation with a faculty member;
- d) videotaped oral presentation evaluated according to the Speech Performance Evaluation Sheet by the Director of Academic Skills.

7. *Study Skills*

There is no required level of proficiency which may be attained or measured in study skills since they are different in kind from the other

six areas above. Nevertheless, they are the keys in learning how to learn. Work in study skills enables a student to set goals consistent with her academic progress, to handle short-term and long-term projects, to manage her time effectively, and to solicit and accept constructive criticism.

Diagnostic testing is arranged by the Center staff on request or recommendation. The staff also provides workshops, guest lectures, programmed materials, and computer-aided instruction in notetaking, outlining, time and stress management, test-taking strategies, textbook studying, and preparation for graduate and professional school tests (MCAT, LSAT, GRE, GMAT, NTE).

Tutorial

The tutorial, which is undertaken by the student during her senior year, is an extended independent project which acquires its focus from a continuing dialogue between the student and her Tutor. The study will usually be centered in the student's major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent readings.

The Tutorial, administratively, shall consist of two course units of internally related study, designed by the student and her Tutor, an appropriate faculty member. The Tutorial in an interdepartmental major must have the approval of the two departments, as must the balance of the interdepartmental program. The two course units will normally be consecutive, in two long terms, and conclude in the senior year. Only on the recommendation of the Tutor, and with the approval of the Committee on Academic Standing, may a student be permitted to complete both units in one long term or one unit in the Interim.

The Tutorial Manual, which discusses Tutorial requirements, deadlines, and guidelines in depth, is available from the Office of Academic Affairs. Each senior should have an individual copy of the manual readily available for her perusal. Additional Tutorial regulations are outlined in this *Catalogue*; see page 48.

Departmental and Program Requirements

Departmental Majors: Major programs are offered in the following areas: Biology, Chemistry, Communication, Economics/Management (Economics, Management, International Business), English, Fine and Performing Arts (Music, Theatre, Visual Arts), History, Information Science, Mathematics, Modern Languages (French, Spanish), Philosophy and Religion, Political Science, Psychology (Psychology, Human Services Administration). Each department determines the requirements for its majors.

Interdepartmental Major: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight (8) course units in each of the two departments or programs, exclusive of the tutorial. Four course units in each department must be at the 200-level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the inter-relations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study which includes all courses which would apply to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the tutorial;

2) no more than one independent study and one internship can be applied toward the major; and 3) seven of the 12 course units must be at the 200-level or above.

Declaration of Major

Students are expected to declare their majors no later than the end of their sophomore year, using the appropriate form available in the Registrar's Office. Students who have not already declared their majors will not be allowed to register for the second term of their junior year until they do so. Students, of course, may change their majors at any time up to the senior year.

Minor Options: A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members or departments and focuses on a specialized field or area. A college minor is interdisciplinary in nature.

Academic Options and Resources

Academic Advising

The College's curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus, the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

All new students, freshmen and transfers, will be assigned to a faculty adviser. Such assignments will be made, as far as possible, on the basis of academic areas of interest, in the case of transfer students, and on the basis of Core sections, in the case of freshmen. A student may change her adviser at any time, although it is assumed that such a change will be done thoughtfully and purposefully.

Pre-Professional Advising

A student planning a career in the professions follows a special sequence of courses, and her progress is guided closely by specific faculty advisers and by the staff of the Center for Professional Development. To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of biology and chemistry courses in addition to other specific requirements. She may decide to major in chemistry or biology, although she may pursue another major as long as she has completed the sequence of courses required for admission to a professional school.

Chatham has no "pre-law" major because such a program is not desirable for law school, nor are there any courses which law schools will insist that students take as undergraduates. Many students and faculty, however, assume that one or more of the Social Sciences or Humanities will provide the best disciplinary background. As law becomes more intertwined with science and environmental problems, however, science backgrounds become more relevant for professionals in the field of law. Regardless of the student's departmental major, she must concentrate on developing her ability to think, write, and speak precisely and effectively.

For a career in education, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 66). She will also be expected to participate regularly in field experience, including student teaching, during her course of study.

All pre-professional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and assists with the application process.

Center for Professional Development

The Center for Professional Development, located in the left wing of the Laughlin Music Building, is designed to provide comprehensive services to Chatham College students to cultivate skills and knowledge essential to academic achievement and working life.

Academic Skills Program

The staff of the Center for Professional Development administers the program in academic skills (see p. 22) and provides testing of proficiencies required of all students.

Career Programs

Career planning is a process in which women are now involved throughout their adult life. Women today will spend years in the work force, so they must be prepared to change jobs and career directions several times. Knowing how to make decisions about life patterns and work and how to implement these decisions is important if life is to be satisfying and challenging.

During college years, career planning is largely a matter of gathering material about oneself, discovering the career fields that are available, and learning what skills are required for entry into the fields in which one is interested. Such planning does not commit a student to an unalterable course of action but, rather, makes her adaptable to changing circumstances. The Career Programs Office in the Center for Professional Development provides the student with a wide range of services to assist in self-assessment, exploration, and decision-making about careers and future schooling.

Career Counseling

Individual career counseling is available to all students during their years at Chatham and after they graduate. Periodically scheduling an individual session helps in long-range planning and enables the Career Programs staff to become familiar with individual student interests and goals. Appointments may be made through the Center for Professional Development.

DISCOVER is a computerized career-guidance information system available in the Chatham College Center for Professional Development. It allows a student to explore her own interests and values and to learn more about various occupations and educational programs. DISCOVER

is divided into four major areas: Self-Information, Strategies for Identifying Occupations, Occupational Information, and Education Information.

Recruitment

Recruiters representing businesses and other organizations visit Chatham each semester to interview seniors. Students interested in working for the kinds of organizations these recruiters represent find this an excellent method of making contact. A number of graduate schools also send representatives to Chatham to talk with interested students.

Training and Development

The Career Programs component of the Center for Professional Development offers frequent workshops in resume writing, interviewing skills, and job search strategies. Additional short courses and seminars in assertiveness, confidence development, listening skills, decision-making, test-taking, and time and stress management are open to all students and alumnae.

Internships

See p. 31.

Interact: The Chatham Mentor Program

The Chatham Mentor Program, designed for juniors and seniors, matches students one-on-one with professional women in the Pittsburgh area who serve as mentors for an academic year. The program gives students an opportunity to develop a realistic view of the field, see the various directions their careers may take, and make informed choices about jobs and further study.

Resources

The Center for Professional Development houses a Career Resources Center offering materials particularly relevant to women's involvement in the world of work. Files containing notices regarding full-time and part-time job opportunities, summer employment, and volunteer activities are on hand for students to consult. Information about graduate programs and admissions examinations for graduate school (GRE, MCAT, LSAT, etc.) are also available. Frequent guest speakers, panels of professional women, and a monthly newsletter keep students and faculty informed about trends in professional development and the working world.

Interim

The College calendar consists of two terms of 14 weeks each and a four-week Interim in January. The Interim provides an opportunity to carry out unusual and experimental programs of study, both on- and off-campus. Each student must participate in at least two Interim sessions during her four years at Chatham and may enroll for only one course per Interim. The Interim offers students a variety of options, including Chatham courses on- and off-campus, traditional independent studies, internships, courses at other 4-1-4 colleges, and study abroad.

Internships

The Chatham College Internship Program enables a student to acquire first-hand experience at a work site, experience which is related to her academic studies and to her career plans. Each student undertaking an internship does so through the Center for Professional Development with the sponsorship of a faculty member to guide her in setting goals and developing criteria for evaluating the experience. The staff of the Center assists the student in identifying an appropriate internship site.

Chatham students have had internships with numerous local and distant organizations, including corporations, hospitals, banks, social service and government agencies, publications, radio and television stations, and law offices. Requests for interns exceed supply, attesting to the respect with which this credit-granting program is seen by the community. Internships may be held during any term, although the majority of students prefer the Interim concentration; freshmen normally are not permitted to hold internships. Internships may be taken on a Pass/Fail basis only.

Independent Study

The purpose of an independent study is to undertake an academic project not available in or beyond the scope of the College's regular curriculum. Independent study imparts a sense of academic discipline, intellectual self-reliance, and cooperative planning with the faculty sponsor. Prior to registration, individual arrangements are made between student and sponsor. Independent study options are available in all academic departments, but the student may enroll in no more than one independent study per term for a maximum of ten independent study credits during her academic career. Credit values for independent study are 1/2, 1, or 1 1/2 course units.

Cross-Registration

Students at Chatham College may avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Community College of Allegheny County, Duquesne University, LaRoche College, the University of Pittsburgh, Robert Morris College, Pittsburgh Theological Seminary, and Point Park College form the Pittsburgh Council of Higher Education (PCHE). The Council sponsors many inter-institutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

Cross-registration permits full-time students at any of the ten PCHE institutions to take courses at any other PCHE institution without the payment of an additional tuition charge. Full credit and grade will be transferred to the home institution. Each qualified student usually may enroll in no more than one course off-campus in any one term under this program. A freshman also may cross-register provided that the course is not available at Chatham, that she can fulfill any prerequisites, and that her faculty adviser and the Assistant Vice President for Academic Affairs approve.

Study Abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are available for all classes. The Committee does not require any particular grade standard, since the student's eligibility to apply is determined by the grade standards of the specific program. To be approved by the Committee, however, the program of study abroad must be sponsored by an accredited United States college or university. Chatham itself does not sponsor any full-time or full-year study abroad programs but regularly offers Interim study abroad with a Chatham professor.

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs but no later than April 1 for programs which begin in the fall. Further information and the Chatham application form are available from the Coordinator of the Study Abroad Program.

Semester In Washington

Juniors with a satisfactory academic record and a desire to do independent field work and research are eligible for a seminar in residence at The American University in Washington, D.C. Students may choose the

- a) Washington Semester, with a focus on American national government;
- b) Urban Semester, with a focus on urban and metropolitan problems;
- c) Foreign Policy Semester, with an emphasis on the formation of the United States foreign policy;
- d) International Development Semester, with an emphasis on developing nations;
- e) Economic Semester, with a focus on the formation of economic policy; or
- f) Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students usually receive four Chatham course units for the programs, which are open to students from all disciplinary backgrounds.

Library Resources

In addition to the Chatham College Library, students have regulated access to other library resources. Through the Library's participation in the Pittsburgh Regional Library Center, Chatham students may use the resources of other college libraries, notably Hillman Library at the University of Pittsburgh, Hunt Library at Carnegie-Mellon University, Grace Library at Carlow College, the Robert Morris College Library, and the library system at Community College of Allegheny County. Students also may request books through interlibrary loan, as well as receive a personal borrowing card for the Carnegie Public Library and its branches. Other libraries open for research and specialized study include Allegheny County Law Library, Carnegie Museum Library, Historical Society of Western Pennsylvania Library, Hunt Botanical Library, Pittsburgh Press Library, Pittsburgh Theological Seminary Library, Western Psychiatric Institute Library, and the United States Bureau of Mines Library.

Computer Resources

Computer use is encouraged in all Chatham departments, both academic and administrative. The College Computer Center, located in the Jennie King Mellon Library, is equipped with a Digital Equipment Corporation (DEC) PDP 11/44 minicomputer, a large laboratory, and a classroom with personal computers. The classroom has an IBM PC at each student workstation, and the instructor's IBM XT screen can be projected onto a large screen for demonstrations of applications. Designed to encourage experimentation, the laboratory has an assortment of IBM PCs, several Apple computers, an Altos 586 minicomputer, terminals linked to the DEC PDP 11/44, and Hewlett-Packard workstations with high resolution graphics capabilities. At other campus locations are more than 95 microcomputers for the use of students, faculty, and administration. The Computer Center staff frequently conducts workshops on new equipment and programs.

Summer Study

A student who wishes to receive credit for summer study at the College or elsewhere must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar prior to May 1. No student may register for an independent study or tutorial during the summer at Chatham.

Experiential Learning Credit

Experiential Learning Credit is granted for an equivalent academic experience which an individual has gained through employment, job training, or other situations which academic departments believe to meet the requirements for granting College credit. Upon the recommendation of the appropriate department and with the approval of the Committee on Academic Standing, degree candidates may be granted Experiential Learning Credit. The student must have had these experiences before enrolling at Chatham. A degree student must apply for Experiential Learning Credit prior to her completion of eight course units at Chatham and/or in transfer and may earn a maximum of eight course units. Students seeking Experiential Learning Credit should discuss their intent with the Assistant Vice President for Academic Affairs.

College Level Examination Program (CLEP)

Chatham currently awards up to nine course units for satisfactory performance on the College Level Examination Program (CLEP) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. A student is advised to take the examinations early in her academic program, and she is required to complete them prior to having earned the equivalent of eight course units either through transfer credit or through the combination of transfer credit and course work taken at Chatham.





Student Life and Services

An important aspect of a Chatham education is the learning which takes place outside the classroom. Complementing the academic curriculum is a comprehensive program of activities and resources which serves to facilitate each student's personal growth and development. Participation in these activities not only strengthens and adds balance to the academic program but also promotes interaction among students, faculty, and staff.

Being a Chatham woman means being an active, involved member of one's community, now and in the future. Students are urged to select at least one major activity with which to become involved each year. One of the important benefits of attending Chatham is that all activities are easily available to all students, and opportunities for leadership abound.

Dean of Student Affairs

The Office of the Dean of Student Affairs coordinates all non-academic aspects of student life. The objective of this office is to provide a cohesive program of activities and services to meet the extra-classroom needs of Chatham students. The Dean of Student Affairs also is available for confidential discussions on personal matters and offers guidance to individual students, both in identifying and articulating problems and also in choosing the appropriate source of help.

Office of College Programs

The Office of College Programs provides the Chatham community with a variety of social, cultural, educational, and recreational opportunities. In addition, the office coordinates leadership training, serves as the main clearinghouse for all student programs, and acts as a resource center for student organizations.

Throughout the year, there are many activities planned by Chatham Student Government and residence hall councils. Among these activities are movies, parties in residence halls, and dances in the dining hall. Additional Chatham traditions include Fall Fling, Activities Fair, Halloween Party and Haunted House, Fickes Eggnog Party, Candlelight Holiday Concert, Song Contest, Senior-Faculty Dinner, and Spring Weekend.

Students also are encouraged to take advantage of the range of social and cultural events in Pittsburgh. The Office of College Programs offers subsidized tickets to many of the major city events, including Pittsburgh Symphony concerts and theatre productions. During most evening hours, the College operates a mini-bus service to Oakland so that Chatham students can more easily use the facilities and participate fully in the social life of neighboring colleges and universities.

Student Organizations

At Chatham students play an active role in developing College policy, governing their personal lives, and organizing and promoting recreational, social, and cultural programs. The Chatham Student Government (CSG) is the official governing board of student-related issues and the official representative of the student body. All Chatham students are members of CSG, and all student organizations fall within the responsibility of CSG. These organizations reflect a wide diversity of interests and talents, including the Biology Society, the Coffee House, Black Student Union, the orientation committee, and the Big Sister Program.

Publications

The College's campus newspaper, *The First Edition*, is open to all who have an interest in journalism. There also is an annual literary magazine, *The Minor Bird*, and the College yearbook, *The Cornerstone*.

Performing Groups

Students with dramatic or musical abilities have a number of ways to develop their talents. They may write, stage, direct, or act in Theatre Department productions during the academic year, which are presented in Chatham's Eddy Theatre or in the experimental theatre-in-the-round PLAYroom. The Chatham Touring Company regularly performs at various Pittsburgh locations during the academic year. Students also may audition for the College Choir, which participates in campus events, presents its own fall and spring concerts, and through its tours reaches an audience which extends beyond Pittsburgh.

Athletics

Chatham recognizes and fosters the importance of participation in physical activity as part of the college experience. The athletic program includes intercollegiate teams in tennis, softball, volleyball, and field hockey. In addition to the varsity program, the athletic office sponsors club sports and schedules student use of the gymnasium, dance studio, tennis courts, and weight room.

Residential Life

Each Chatham residence hall has a resident director, the Head Resident, who provides counseling and who works with the house council to arrange social and educational activities within the house. In addition, each house contains Resident Assistants, undergraduates who play an essential role in helping their peers to succeed at college. By reaching out as a friend and supportive resource person, the Resident Assistant is able to have a positive effect on a student's initial and ongoing response to the college environment and experience.

Commuting Students

Although primarily a residential campus, a large number of students commute to campus each day. Between classes, commuting students relax in the Day Students' Lounge and the Gateway Lounge. They often join residential students for lunch in the dining hall at a nominal fee. Commuting students are encouraged to participate fully in the wide range of activities and programs. The Day Students' Association and the Gateway Student Association each has a representative in the Chatham Student Government.

Health Services

The Student Health Service at Chatham offers treatment for general medical, gynecological, and orthopedic problems. The College maintains an infirmary on campus under the direction of the College physician and a registered nurse. A physician is available each weekday during specified hours and is on-call for emergencies when contacted by the College nurse. Chatham's physicians are affiliated with Shadyside Hospital's Family Health Center.

All students are required to carry health and accident insurance. Any student not having such a plan can purchase one through the College.

Counseling Services

Individual counseling is available to any student who is experiencing personal, social, family, or academic problems. The Director of Counseling is a clinical social worker who has had extensive experience counseling college students. Counseling is viewed as aiding a student's personal growth and development so that she can derive the maximum benefit from her college experience. Services provided by the Director of Counseling are without charge to the student.

When appropriate, referral to other services is made. The Director of Counseling assists students in obtaining treatment from a private therapist or with off-campus support groups. Psychiatric counseling is available, with a fee, through the College's consulting psychiatrist.

Security

The Chatham College Security Force is in charge of all aspects of campus safety and security, including parking. The Security Office, under the direction of a Director of Security, operates on a 24-hour-per-day basis and is located in Woodland Hall.

Student Rights, Privileges, and Responsibilities

Students, as citizens, have the basic rights guaranteed under the United States Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner with intellectual independence, personal integrity, honesty in all relationships, and consideration for the rights and well-being of others. Students, as members of an academic community, have the privilege to engage in the academic enterprise, participate in cocurricular activities, and reside in a unique living situation which enhances their moral and educational development and which fosters a sense of community. All members of the Chatham community are expected to conduct themselves with integrity in personal and academic affairs and to serve the best interests of the entire community.

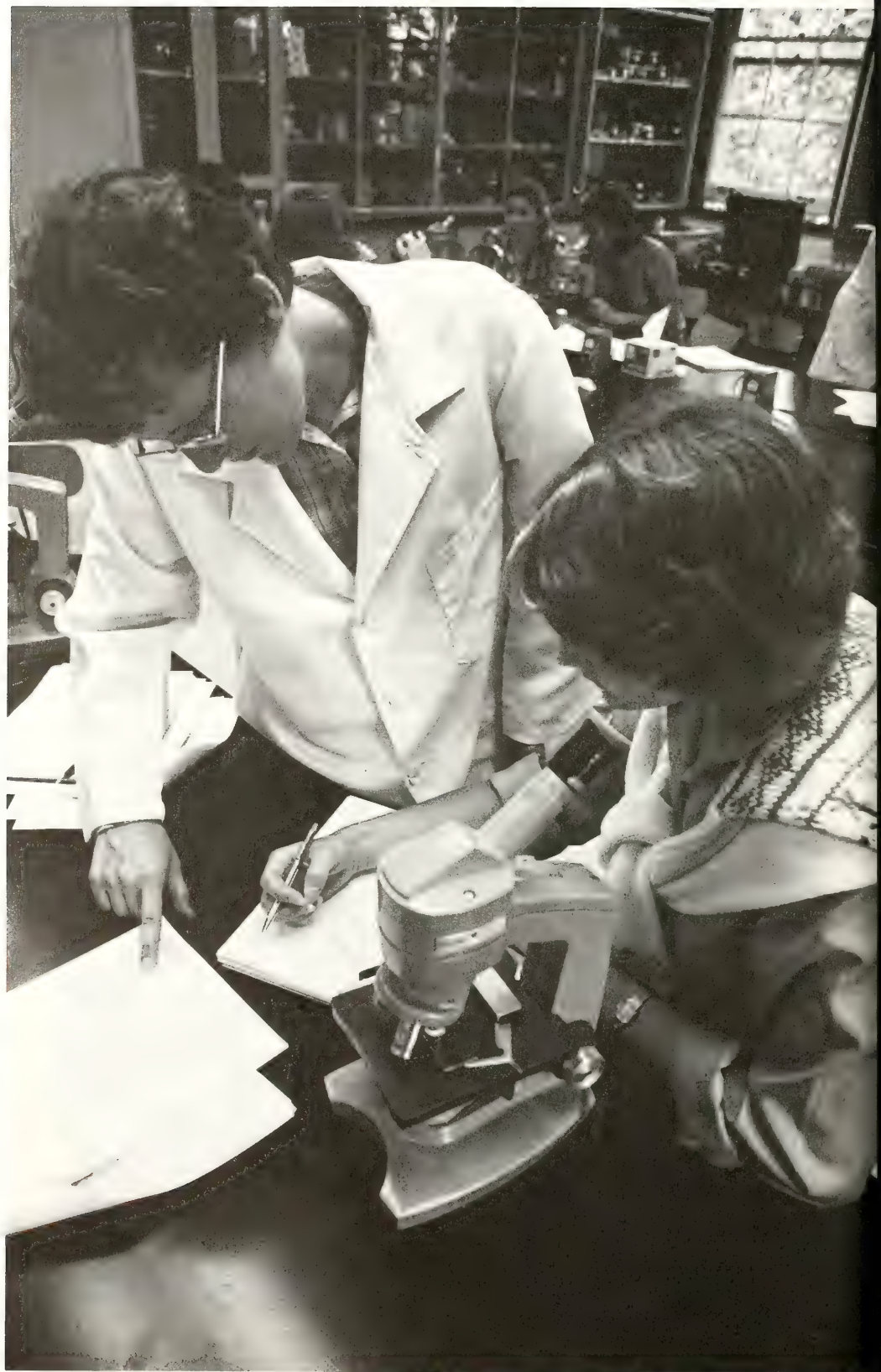
The recognition of rights and the granting of privileges by the College requires, in turn, responsibilities on the part of the students. These include, in the academic sphere, acknowledgement of the scholarship of others and the responsibility of relying on one's own work and not that of others; in the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

In accepting admission to Chatham College, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules which are considered by the community as part of its Honor Code. Each year at Opening Convocation each student reaffirms her commitment to the Honor Code.

As part of the educational process, the normal patterns and procedures of the Student Judicial System are delegated to a student board, although final authority for student life lies with the President and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the President of the College or the President's delegated authority. The College provides a forum for students subject to disciplinary proceedings; such proceedings are governed by the rules and regulations outlined in the Student Handbook. Students with academic grievances should confer with the Vice President for Academic Affairs.

The Family Educational Rights and Privacy Act of 1974 gives students the right to review all materials and records which are maintained in their official files. Requests to review records will be honored within 45 days of the date of request. In addition, student records including transcripts, letters of recommendation, etc., will not be released to persons outside the College without written authorization by the student.





Academic Regulations

Academic Credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at 1/2, 1, 1 1/2, or 2 course units according to their listing in this *Catalogue*. Thirty-six course units are required for graduation.

Academic Load

The normal academic load is 9 units per year. The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time and will also be charged on a per-unit basis. A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her grade point average may qualify her automatically or she may petition the Committee on Academic Standing for permission.

Grades

The grades in use are:

A, A-	= Excellent.
B+, B, B-	= Good.
C+, C, C-	= Satisfactory.
D+, D, D-	= Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F	= Unsatisfactory performance; no credit.
NG	= No grade.
I	= Incomplete work in a course.
W	= Withdrawal from course with no penalty.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term.

Schedule Changes

Adding and Dropping Courses. Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date. With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first three weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week of the Interim. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Assistant Vice President for Academic Affairs. Procedures for adding and dropping courses past the deadlines can be obtained from the Assistant Vice President for Academic Affairs and the Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

Incomplete Grade. The incomplete or I is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. The approval of the Assistant Vice President for Academic Affairs is required. Incomplete grades will not be granted for Interim courses. In order to remove an I grade, a student must complete all required work in the course by the end of the first four weeks of the following long term. Failure to do so automatically results in failure in the course. Incomplete grade requests must be submitted by the last day of classes.

Withdrawal from Courses. The use of the W grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. A withdrawal period of 8 weeks has been designated during which a withdrawal grade may be issued provided that the withdrawal form is signed by the Assistant Vice President for Academic Affairs, faculty adviser, and course instructor. The signed form must be submitted to the Assistant Vice President for Academic Affairs.

After the withdrawal period has elapsed, the course instructor is required to issue an F or other appropriate grade for a student who has not completed the course. The Assistant Vice President for Academic Affairs is empowered to issue a withdrawal grade after the withdrawal

period in the event of illness or extreme personal emergency, provided that the student supplies supporting documentation.

Pass/Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass/Fail basis rather than under the traditional grading system. Pass/Fail can relieve some of the academic pressure a student may encounter and permit her to explore new fields or new levels of knowledge without apprehension about grades.

Students choosing to take courses on a Pass/Fail basis will be graded as follows:

- P = Pass, minimal value C
- LP = Low Pass; equivalent to D
- F = Unsatisfactory; no credit.

At registration, the student declares her intention to take a course on the Pass/Fail basis. She may change this option during the first two-week period of the term.

For a few courses, especially some offered during the Interim, instructors give only Pass/Fail grades. For a few other courses required for certification by outside agencies, the Pass/Fail option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course; otherwise, Pass/Fail enrollment in a cross-registered course is subject to the rules of the host school. Internships may be taken on a Pass/Fail basis only.

Exemption from Course

At the discretion of the department, a student may be exempted from a current Chatham course if she shows that she has satisfactorily fulfilled the main objectives of the course.

Credit by Examination

A student may also earn credit for a course by demonstrating superior achievement in a special written or oral examination. A student may NOT receive credit by examination for:

1. a course which she has failed,
2. a course for which she already has received credit,
3. a course for which she is presently registered after the third week, or
4. a Core course.

To take an examination a qualified student must pay an application fee of \$25 and have the permission of the instructor of the course in consultation with the other members of the department and the Assistant Vice President for Academic Affairs. For an additional fee of one-half the per unit tuition the course is placed on the student's transcript with the notation "Credit by Examination." The course is recorded after the student has successfully completed the examination. No more than four credits by examination may be applied toward the degree. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 113).

Auditing Courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript. If the student wants to have the audit entered on her transcript, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Work in Absentia

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Assistant Vice President of Academic Affairs. In the case of Interim courses, *in absentia* work must be approved by the Assistant Vice President of Academic Affairs.

Terms of Study

Chatham College Honor System. The student shall be responsible for maintaining the academic standards of the College as required by the faculty, the Committee on Academic Standing, and the institution's honor code. Under the Chatham College Honor System, students are expected to be honorable in all academic situations. Integrity in academic matters requires intellectual independence in all types of college work. This independence, of course, does not discourage desirable kinds of cooperation among students such as discussions on outside work as long as the help is a constructive aid in learning. Honesty also demands that due credit be given for any source material. Academic honor includes the student's responsibility not only to refrain from giving or receiving aid on an examination but also to maintain the best conditions for effective work. In accepting admission to Chatham College students automatically agree to be personally responsible in all matters pertaining

to academic honor and pledge to abide by those rules which are considered by the community as part of its honor code.

Attendance. Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Final Examinations. Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Assistant Vice President for Academic Affairs will excuse absence only in the case of illness or other serious emergency.

Academic Standing. Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. The required grade point average for freshmen is 1.8 and for sophomores, juniors, and seniors 2.0. Failure to meet the required GPA or failure of a full-time student to complete seven course units within one academic year automatically places a student on probation. A student may continue on probation for two consecutive terms. Continued inability to maintain the required GPA after two consecutive terms normally results in a Mandatory Leave of Absence for at least one fall or one spring term. Individual consideration is given to each student experiencing academic difficulty. No student will be asked to take a Mandatory Leave of Absence without probation unless she has ceased to make an effort to maintain her studies. The Committee on Academic Standing conducts grade reviews, and the Assistant Vice President for Academic Affairs notifies the student and her adviser of any action taken.

Grade Point Average. A student's grade point average is calculated after the completion of each term; both cumulative and term grade point averages appear on the student's grade report. Pluses and minuses are included in this calculation. If a student repeats a course, both grades earned are counted in the grade point calculation. If a student earns an F grade in a course taken on a Pass/Fail basis, the F is included in the grade point calculation.

Dean's List. To qualify for the Dean's List, a full-time Chatham student must maintain an average of 3.50 or above. Part-time students (two course units) who maintain an average of 3.50 will receive a letter of commendation.

Departmental Honors. Departmental Honors are awarded at graduation to those students who have distinguished themselves in their major field, interdisciplinary area, or multidisciplinary concentration. These honors are awarded at the discretion of the student's department or adviser and are approved by the Chatham faculty.

College Honors. College honors are also conferred at commencement as follows: *cum laude*—a cumulative average of 3.5 to 3.74; *magna cum laude*—a cumulative average of 3.75 to 3.89; and *summa cum laude*—a cumulative average of 3.9 to 4.0. A student must complete a minimum of 18 course units at Chatham in order to qualify for consideration for overall honors. A student who has taken 18 to 23.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 15 letter-graded Chatham course units, exclusive of internships. A student who has taken 24 to 29.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 20 letter-graded Chatham course units, exclusive of internships. Finally, a student who has taken 30 or more course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 25 letter-graded Chatham course units, exclusive of internships. A student who has been re-admitted to Chatham College after an absence of five years or more will state at the time of her re-admission whether or not she wishes to have grades earned in her earlier attendance at the College count in the computation of her grade point average for the purposes of awarding honors. Letter grades received for Internships taken prior to Fall 1985 are not included in the GPA calculation which determines college honors.

Other Awards. Special awards also are presented at Closing Convocation each spring to students who have excelled academically and have made outstanding contributions to College and to community affairs. Announced too at Closing Convocation are new members of Phi Beta Kappa, Omicron Chapter, and Mortar Board.

Transcripts. Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript costs \$3, which is payable at the time the request is submitted. Requests for transcripts should be directed to the Office of the Registrar.

Tutorial Regulations.

The final copies of the tutorial are due in the office of the Assistant Vice President for Academic Affairs at the end of the eleventh week of the

second term of the tutorial enrollment. The Assistant Vice President will distribute the final copies to the members of the board by the following day. If it seems possible that a tutorial will not be completed by the end of the eleventh week, the tutee will prepare a petition requesting an extension from the Committee on Academic Standing. A petition for extension will be accepted until 5:00 p.m. of the day before the final copies are due. This extension, if approved by the Committee, will not be granted beyond the last day of classes. Failure to deliver the final copies of the tutorial, or a petition requesting an extension according to the schedule above, will result in an automatic F grade in the tutorial.

At the end of the first term, the tutor grades the student's work. This grade does not become part of the student's permanent record unless a grade of F is assigned for the second term and the tutorial is not subsequently satisfactorily completed. Upon subsequent satisfactory completion of the second term a single grade will be given for both semesters which will replace the previous grade for 603 (the first term). The previously assigned failing grade for the second term will remain a part of the student's permanent record.

Leaves of Absence

Medical.

On the recommendation of the College physician to the Director of Counseling Services or the Vice President for Academic Affairs, a medical leave may be considered in certain types of illnesses. A student requiring a medical leave should consult the Director of Counseling Services for assistance in applying for this leave.

Voluntary.

A voluntary leave of absence may be granted from the College for participation in an approved study-away program, for study abroad, for study at another college or university in the United States, for purposes of work, travel, and other non-academic experience, for health, or for personal reasons. If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period of time from the Committee on Academic Standing through the Assistant Vice President for Academic Affairs. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Assistant Vice President for Academic Affairs and pay the \$150 deposit by April 20 prior to a fall

return or by December 1 prior to an Interim or spring return. If the student needs financial assistance in order to return, she will be given full consideration. Application should be made to the Financial Aid Office.

Mandatory.

Chatham College reserves the right to request a student to take a leave of absence following a review by the Committee on Academic Standing. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student whose scholarship proves unsatisfactory, whose presence in any way jeopardizes the ideals and standards the College seeks to maintain, or whose medical circumstances prevent her from making satisfactory progress toward the degree. In all cases, the student and, when appropriate, the parents or guardian will be notified of this action.

A student may request reinstatement after being away from the College for a specified period of time through a written statement to the Committee on Academic Standing. The written statement should include evidence of a serious commitment to academic study. Specific conditions of reinstatement may be imposed by the Committee on Academic Standing; the student and, when appropriate, the parent or guardian will be notified of these conditions. For the first term following reinstatement, the student's academic standing will be probationary.

Withdrawal from the College

A student who wishes to withdraw from the College during the academic year must complete the Notice of Withdrawal form, which requires authorization from her parent or guardian, in the case of a dependent student. She then submits the form to the Assistant Vice President for Academic Affairs. Her official withdrawal date is the day on which the form is received. Refund of a student's initial \$50 deposit will be made only after the Notice of Withdrawal form has been received. Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health. Students who return to the College after withdrawal (except those on Leaves of Absence) must re-apply and be reaccepted for admission. Requests should be sent to the Dean of Admissions along with a \$15 application fee.

Courses of Instruction

Courses listed within the *Catalogue* are subject to change through normal academic channels: new courses and changes in existing course work are initiated by departments or programs and are approved by the appropriate academic officials and committees. Some courses are offered on an alternate schedule, and the College reserves the right to cancel or reschedule courses for enrollment, staffing, or other reasons. Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours). A student who does not meet course prerequisites may petition the instructor concerned for written permission to enter the desired course.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor(s)

6 = Tutorial

5 = Independent Study

4 = Course open to seniors only; to others with permission of instructor

3 = Course open to juniors and seniors only; to others with permission of instructor

2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of the instructor

1 = Course open to any student, provided that stated course prerequisites have been met

0 = Course fulfills proficiency requirement.

Core Curriculum

Freshman Core

101. Concepts and Composition.

This course will consider some basic concepts: orders of magnitude, chronology and causation, coordination/opposition, subordination, sets and subsets, interpolation, extrapolation, statements and illustration, validity and proof. It will cover grammar as a mechanism designed to convey these concepts, and it will use several strategies of inquiry as ways of generating and organizing in-

formation. Frequent short essays will test the student's mastery of the concepts and control of the language's ability to express them.

100. Gender Roles.

This course is designed to provide the students with knowledge and ideas that will assist them in learning to assume responsibility for their own lives and to exert control over those lives as morally autonomous adults. This course is the Freshman Interim requirement.

102. Advanced Composition.

Advanced Composition will serve as a review of writing and thinking skills as well as an introduction to the conventions and methods of each academic division.

Sophomore Core

201. The West and the World, 1450-1900.

The interrelationship of civilizations in the modern world is the focus of this course. It examines the development and reasons for Western hegemony and the impact of Western empire building upon non-Western societies. Political, economic, ethnological, and cultural aspects of this imperialism will be investigated.

202. The West and the World: The Twentieth Century.

This course sketches the economic, political, and cultural contours of the twentieth century world. It focuses on the challenges posed to liberal capitalism and democracy by competing ideologies and on the end of European hegemony. Within a framework that stresses the interdependency of the West and the Third World, the course analyzes the efforts of Asia, Africa, and Latin America to emerge from colonialism and economic dependency.

Junior Core

301. Science and Technology: World Hunger.

This course examines world hunger in an interdisciplinary manner focusing on human nutrition, population control, and increased food production through both conventional technology and also genetic engineering. Although the emphasis will be on the science and technology aspects, the ethical and political implications of proposed solutions and philosophical issues in evaluating hypotheses will be considered as well. Films, laboratory experiments, and discussions will supplement lectures. Prerequisite: completion of the mathematical proficiency requirement, Modules I and II or equivalent; completion of the computer literacy proficiency requirement; and completion of the writing proficiency.

302. Human Values.

This course examines some important value questions and focuses on responsibility to self and others. It uses essays, short stories, plays, movies, and case studies to present instances of conflict among values. It emphasizes the identification of values and value perspectives and the importance of seeking resolutions to such conflicts.

Art

See **Fine and Performing Arts**, p. 72.

Biology

Broad curriculum with exposure to all major areas of biology. Intensive preparation for graduate and professional study or entry-level positions. Course and career preparation in areas including pre-professional, medical and health-related, and environmental. Secondary education certification in Biology.

Major Requirements:

For a B.A. degree, 13 units are required including the following courses: Biology 143, 144, 224, 241, 351, 352, 603, 604, one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on the exemption examination. In addition, a minimum of one course unit must be taken from two of the three following areas: Area I: Biology 221, 223, 301, 307, Chemistry 338, Psychology 241; Area II: Biology 201, 203, 204, 258; Area III: Biology 216, 226, 227, 248, 340. Elective courses numbered 200 and above without an area designation also count toward the major.

For the B.S. degree, 17 units are required. In addition to the specific courses listed for the B.A., a minimum of one course unit must be taken from each of the three areas (I, II, and III), plus three additional course units in mathematics, chemistry, physics, or a related science area. One year of organic chemistry, physics, and calculus is strongly recommended.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology

for the minor, but the Biology Department strongly recommends that at least one unit of chemistry be completed.

Interdepartmental Major Requirements:

8 course units in biology including Biology 143, 144, 351, 352 plus Biology 603-604 or the equivalent in the cooperating department.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of General Biology 143-144, these courses will not count towards the major in biology. The courses in the 100 series are Biology 101, Human Anatomy; Biology 103, Human Physiology; Biology 110, Basic Microbiology; Biology 123, Nutrition; Biology 124, Food: Production, Politics, and People; Biology 141, Evolution; and Biology 153, Human Genetics.

Courses

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion will be covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, world hunger, and other current concerns.

124. Food: Production, Politics, and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

141. Evolution.

The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips.

143, 144. General Biology.

A study of the basic concepts of living systems. Designed for biology majors and non-science majors. Provides a broad overview of biology and prepares majors for upper-level courses. The first term will concentrate on molecular and cell biology; the second term covers biology at the organismal and ecosystem level. This course is a prerequisite for all upper-level biology courses except as noted. Three hours of class and two hours of laboratory weekly.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

204. Comparative and Experimental Embryology.

A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

216. Freshwater Biology.

The functioning of standing and running freshwater ecosystems will be examined with emphasis on the productivity, energy and nutrient flow, chemical and physical parameters, and the flora and fauna of such habitats. The management, maintenance, preservation, and pollution of these systems will also be considered. 1/2 unit credit. Prerequisites: Biology 143, 144.

219. Immunology.

A study of the basic principles of immunology including evolution, development and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. 1/2 unit. Prerequisites: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental, and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisite: Biology 143, 144.

223. Plant Physiology.

The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

226. Toxicology.

An introduction to toxic substances, the classification, entry into living systems, mode of action and fate. Various living systems will be considered from the subcellular to the ecosystem level. Prerequisites: Biology 143, 144 and Chemistry 101 or 103.

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One two-hour meeting per week plus two hours of scheduled discussion. Prerequisite: Biology 143, 144 or permission of the instructor.

241. Genetics.

A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the

mechanisms of inheritance. Four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

301. Animal Physiology.

A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. Three class meetings plus four hours of laboratory per week. 1 1/2 courses. Prerequisite: Biology 143, 144.

320. Histotechnology.

Basic microhistological and advanced histochemical techniques will be taught. Students will prepare an extensive slide collection and have the opportunity to visit histological laboratories in pathology departments at several city hospitals. Prerequisites: Biology 143, 144, Chemistry 101 or 103, Chemistry 205, 206.

340. Marine Biology.

A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held in the Florida Keys. Prerequisite: Biology 143, 144 and Biology 201.

351, 352. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. 1/2 course unit each of two semesters.

353. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. 1/2, 1, 1 1/2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

Black Studies

A study of the history, experience, and literature of peoples of African descent, designed to foster understanding of the culture of a significant segment of the population; available as part of a multidisciplinary major.

Courses

Black Studies 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Black Studies 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Education 322. Teaching in an Urban Setting.

Juniors or seniors seeking teacher certification are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the

premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Prerequisites: Education 102 and permission of the instructor.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural, and political contexts which influenced the nature of Black writing.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course examines some of the major political, social, and economic developments of the Black American in American civilization.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications

for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community.

Chemistry

American Chemical Society fully-accredited curriculum, intensive preparation for graduate study, professional schools, and careers in laboratory chemistry. Secondary education certification in Chemistry.

Major Requirements:

B.S. Degree: 14 or 15 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441 or the sequence 328 and 338-340, 603, and 604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 12 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 603, and 604. Required laboratories: 114, 215, 216, and 318. For State Certification in chemistry teaching, two units in biology (Biology 143, 144) are required.

Interdepartmental Major Requirements:

9 1/2 course units. Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, 312, 318, and 322.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II). Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements:

8 course units. Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, and one course unit to be selected from the following courses: 312, 318, 322, 328, 338.

Courses

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three lectures, one discussion session, and three hours of laboratory weekly.

103. Structural Chemistry.

An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Co-requisite: Chemistry 104. 1/2 course.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity; stereochemistry; types of organic reactive intermediates; and the chemistry of alkanes, alkenes and aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic type-reactions are included. A discussion of biologically important compounds will be covered during the last third of the term. Prerequisite: Chemistry 205 and Chemistry 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. 1/2 course.

311. Physical Chemistry.

Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1 1/2 courses.

312. Physical Chemistry.

Electrochemistry, kinetic theory, and chemical kinetics. Three lectures weekly. Prerequisite: Chemistry 311.

318. Advanced Instrumental Chemistry.

Laboratory projects in physical and analytical chemistry using spectrometric, electrochemical, x-ray diffraction, and separation science techniques will be selected to meet the program requirements of the student. One lecture weekly

with laboratory hours adjusted according to desired credit. 1 or 1/2 course units. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic, and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311. Co-requisite: Chemistry 318. 1/2 course.

328. Structure of Biomolecules.

The structure and chemistry of biologically important molecules is developed. The course will sequentially cover monosaccharides (simple sugars), disaccharides, polysaccharides, amino acids, peptides, proteins, nucleic acids, and lipids. 1/2 course. Prerequisite: Chemistry 206.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures weekly. 1 course unit. Prerequisite: Chemistry 206 and 328. Co-requisite for B.S. majors: Chemistry 340.

340. Biochemistry Laboratory.

Six hours of laboratory weekly. 1/2 unit. Co-requisite: 338 for B.S. majors.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Advanced Organic Chemistry.

Selective study of organic reactions and theoretical analysis of organic reactivity. The course consists of a) a study of reactions and intermediates in greater depth than that developed in Chemistry 205 and 206, and b) development of theoretical analysis of organic reactivity. Molecular orbital theory and pericyclic reactions constitute a major portion of the

course content. Synthesis, synthetic logic, and synthetic methodology are significant minor themes. Prerequisite: Chemistry 206, 216, and 311.

501, 500, 502. Independent Study.

603-604. Tutorial.

Communication

A civilization's means of informing and persuading its members; audience, function, techniques, and technology. Emphasis on writing for the media, production methods and application of presentational skills to other disciplines.

Major requirements:

12 courses in Communication including the tutorial. All majors must complete Communication 101, 106, 174, 195, 202, 251, 260, 302, 603-604, and 2 electives from the Communication curriculum.

Interdepartmental Major Requirements:

7 courses in Communication exclusive of the tutorial. All interdepartmental majors must complete Communication 101, 106, 174, 251, 302, and two of the following courses: 260, 279, 283, 291.

Minor Requirements:

6 courses in Communication including 101, 106, 174, 202, 251, and 260.

Courses

101. Foundations of Human Communication.

A survey of the nature and impact of human communication. Beginning with an overview of the field, the course surveys symbolic bases and functions of communication, traditional media and new technologies, and the contexts of communication, *i.e.*, interpersonal, group, organizations and mass communication.

106. Mass Communication and Modern Society.

The effects of mass communication on individuals and society, particularly as they relate to values and ethics, will be examined. The course will emphasize the history and structure of the mass media. Prerequisite: Communication 101 or permission of the instructor.

174. Theory and Criticism of Visual Design, Moving Image and Layout Communication.

This course introduces students to communication design imagery as applied to page layout, photography, television, and motion pictures. Emphasis will be on the theoretical guidelines applied to production variables in media communication. Students will be involved in creative problem-solving exercises for print and non-print media. Additionally, there will be critical evaluations of magazine layout, television programs and commercials, and selected segments from motion pictures. Prerequisite: Communication 101.

195. Display and Projected Media Production.

This laboratory course examines message design for display and projected media for a variety of communication settings, ranging from business meetings to large group lectures to trade show exhibitions. Topics include the preparation of overhead transparencies, title and graphic slides, flip charts, mounted materials, and two- and three-dimensional displays. Students will become acquainted with media options for a variety of communication settings. Prerequisite: Communication 174. Enrollment limited to 14 students.

202. Communication Systems and Theories.

A critical study of the major contemporary theories of communication, beginning with an analysis of the goals of theory construction in the social sciences.

Students will explore the applications of theories, models, and concepts and will explore alternative systems in specific research contexts. Prerequisite: Communication 101. Prerequisite or co-requisite: Communication 106.

251. News and Feature Writing.

A course designed to introduce students to basic journalistic techniques of the print media with special emphasis on the structure and preparation of news and feature articles. Students will learn how to research, document, develop, and write articles suitable for publication. Students will be expected to work on the school newspaper or publish articles elsewhere and begin a portfolio. Prerequisites: Advanced Composition or the permission of the instructor. Enrollment limited to 16 students.

260. Writing for Public Relations.

This course will cover public relations writing assignments, for example, news/press releases, brochures, fliers, speeches, and public service announcements to introduce students to writing and editing styles for public information and advertising. Students will work with problems of language usage and style in the preparation of copy for publication. This course may require students to contribute to college publications. Prerequisite: Communication 251. Enrollment limited to 16 students.

279. Photography I.

This course is designed to introduce students to the basic techniques of exposure and development in black and white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Prerequisite: Communication 174 and permission of the instructor. Enrollment limited to 14 students. Photography laboratory fee.

280. Photography II.

This course is designed to acquaint students with several darkroom and photo processing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition in the photo essay, photojournalism, product and advertising photography. Prerequisite: Communication 279 and permission of the instructor. Enrollment limited to 14 students. Photography laboratory fee.

283. Video Production I.

A basic course designed to acquaint the student with all phases of video production. Topics include pre-production planning, lighting, camera operation, sound recording, editing, and small studio/control room operations. Prerequisite or Co-requisite: Communication 294. Enrollment limited to 12 students.

284. Video Production II.

An advanced course designed to acquaint the student with small studio productions and video documentaries. Heavy emphasis will be placed on scripting, shooting, editing, screening, and evaluating complete video productions. Students will also have the opportunity to do audio dubbing, sound mixing, and sound effects. Prerequisite: Communication 283. Enrollment limited to 12 students.

291. Layout and Basic Design.

An introduction to the methods, tools, language, and techniques used by the graphic designer to bring artwork and copy to the final printed page. Emphasis will be on graphic style, form, message content and response to graphic media. Students will have the opportunity to do creative problem-solving projects over the entire semester. In addition to traditional layout methods, students will work with

computer graphic techniques. Prerequisite: Communication 174. Enrollment limited to 16 students.

292. Applied Graphic Production and Design.

Through laboratory and darkroom work, students will be introduced to print media and offset reproduction. Topics include preparation, presentation and preservation of graphic artwork, scaling and percentage calculations, line exposures, enlargement and reduction, montage techniques, line conversion, halftone and surprints, screen tints, tonal separations for posterization, reversal masking techniques, stat work, and color separations. Students will complete a graphic arts portfolio. Prerequisites: Communication 174 and 291.

294. Writing for Audio-Visual Productions.

This course introduces students to script preparation beginning with basic storyboards and culminating with a finished written script. The topics include defining objectives, content research, visual-audio time sequencing, audio pacing, word/picture continuity, editing, and sound effects. Prerequisites: Communication 251. Enrollment limited to 16 students.

302. Junior Seminar.

This course will consist of a critical analysis of selected issues in the field. It will examine various social and behavioral science research methods. Students will develop their abilities to conduct research, present their ideas before others, and argue persuasively. The student will be expected to prepare a tutorial proposal as part of the course.

304. Emerging Communication Technologies.

This course is concerned with the newest forms of communication technologies, such as cable TV, computers, and satellites. Policy options for future

developments and societal implications of an electronic culture are studied.

305. Intercultural Communication.

This course is designed to provide the student with an adequate appreciation of the complexities involved in the process of intercultural communication and an understanding of the specific forces which shape the thoughts, feelings, and behaviors of various cultural groups. It also explores the diffusion and adoption of innovations, particularly in less developed countries.

500, 501, 502 Independent study.

603-604 Tutorial.

Economics and Management

In our technological society a successful administrator, entrepreneur, or researcher is one who can understand the impact of and deal with change effectively. The opinion of a growing number of professionals is that students graduating from programs emphasizing the liberal arts are better prepared to understand and manage change than others more narrowly educated. It is the purpose of Chatham's Economics and Management Department to complement the student's liberal arts training by providing her with the fundamental tools necessary to comprehend the technical as well as human environment in which we work. The program is designed to provide a general foundation as well as concentration in an area of the student's choosing. To this end the student's first step is to take courses in economics, accounting, management theory, and statistics. Once these courses are completed she will decide on a major in management, economics, or international business. After this decision she will take a second set of courses specifically designed to

introduce her to more advanced topics in these specific areas. The final stage will be to investigate in greater depth some aspect of her interest through the senior tutorial.

Major Requirements:

1. Management: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 223, 300, Mathematics 110, and one approved internship. The student may substitute Political Science 211 and 212 for Economics and Management 300 and Mathematics 110. In addition to the above each student is required to take at least four of the following courses: Economics and Management 206, 240, 310, 311, 324, 335, 347, 351, 362, 374, 375, 385, 395, Political Science 228, or Psychology 310.

2. Economics: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 230 or 310, 231, 301 and Mathematics 110. In addition to the above each student is required to take at least four of the following courses: Economics and Management 310, 311, 351, 356, 358, 362, 370, 374, 385, or 393.

3. International Business: 16 courses including the tutorial in Economics and Management. To fulfill the major requirements a student must take Modern Languages 205, one Modern Languages civilization course, and a business language course. Additional required courses include Economics and Management 101, 102, 105, 222, 240, 351, 310 or 311, 300 or 301, Political Science 104, and Mathematics 110. The student may substitute Political Science 211 and 212 for Economics and Management 300 and Mathematics 110. Finally, the student must take one of the following: Economics and Management 358, Political Science 221, or Communication 305.

Although the courses are not part of the major requirements, Mathematics 107 and 108 (Models, Calculus, and Decisions I and II) should be considered prerequisites for those students going on to graduate school.

Interdepartmental Major Requirements:

1. Management: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 105, 222, and 335; and either 300 or Political Science 211, plus any two additional courses from the management major requirements. The tutorial must demonstrate the relationship between Management and the other subject in the major.

2. Economics: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 231, 230 or 310, and Mathematics 110. The student must take three additional courses from the economics major requirements. The tutorial must demonstrate the relationship between Economics and the other subject in the major.

3. International Business: not available for an interdepartmental major.

4. Students are not permitted to do intra-departmental majors (*e.g.*, may not combine Management and Economics majors).

Minor Requirements:

A minor in Economics and Management will consist of at least six courses drawn from departmental offerings.

Courses

100. The Economics of Social Issues. This course will utilize current social issues to explain and illustrate elementary economic principles. The social issue is introduced, its economic aspects examined, and the basic economic principles

necessary to analyze it are presented and applied to each issue. Not considered part of Economics and Management major.
Prerequisite: No previous courses in the Economics and Management department.

101. The American Economic System: Macroeconomics.

The concepts of national income and output are analyzed, and emphasis is placed on factors which influence the level of economic activity, unemployment and inflation, including fiscal and monetary policy and the role of international economics.

102. The American Economic System: Microeconomics.

The role of the consumer and producer is studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics and Management 101.

105. Organization and Management Theory I.

This course provides opportunities to learn about human organizations, their structure, function, and performance, and the interrelationships of these elements; about people, their behavior in groups and as individuals functioning within organizations; and about the nature and essence of managerial work and the roles, tasks, and responsibilities of the manager.

206. Organization and Management Theory II.

This course investigates the entire range of relationships comprising the manager's world in the contemporary organization, identifies what categories of actions to develop, and integrates these with knowledge of organizations as human systems and dynamic entities. Prerequisites: Economics and Management 101, 102, and 105.

222, 223. Financial Accounting Principles I & II.

This course provides the student with an introduction to the fundamental principles and procedures of accounting, which include double-entry bookkeeping, the accounting cycle, end of period procedures, adjusting and closing entries, and preparation and interpretation of classified financial statements. The course includes application of generally accepted accounting principles and techniques currently used to accumulate and report financial data for sole proprietorships, corporations, and merchandising organizations. Prerequisite: Satisfactory completion of the Mathematics Proficiency.

230. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system, and monetarism are considered in depth. Prerequisites: Economics and Management 101 and 102.

231. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisites: Economics and Management 101 and 102.

240. International Business.

A course in the problems, procedures, and techniques of conducting international trade. Background is provided on the relationship between multinational corporations, international financial markets, and government agencies. Multinational corporations' strategic

formulation of product policy research and development, production, and supply systems as well as financing of international operations are examined. Prerequisites: Economics and Management 101, 102, and 105.

300. Organizational Research and Quantitative Methods.

This course will deal with the fundamentals of research and quantitative methodology in the social sciences with specific emphasis on research in the organization. Designed for those who may both use research and produce it, issues include evaluating the research of others; the manager-researcher relationship; scientific method; research process, design, and measurement; and data collection, analysis, and reporting. It is highly recommended that Mathematics 110 be completed before enrolling in this course.

301. Econometrics.

This course provides an introduction to the theory and application of the estimation of economic relationships. The first half of the course is devoted to rigorously developing the statistical building blocks of econometrics. The second half encompasses an in-depth survey of econometric methods and the problems of regression analysis. Prerequisites: Economics and Management 101, 102 and Mathematics 110.

310. Money and Banking.

The following topics are studied: the nature and function of money, the American monetary system and the role of the banking system in creating the nation's money supply, the structure and functions of the Federal Reserve System as the principal agency for monetary control, monetary theory and its relation to monetary policy, current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisites: Economics and Management 101 and 102.

311. Corporate Finance.

Evaluation of investment and portfolio decisions from the viewpoint of the corporation. Working capital management, security analysis, investment theory as well as the concepts and techniques employed in the procurement of financial resources and their allocation to productive investments are analyzed. Selected current topics in the economics of financial markets will also be discussed. Prerequisites: Economics and Management 101, 102, 222, and 223.

324. Federal Tax Law.

This course is designed as the first course in federal taxation for the undergraduate student. The primary emphasis of the course is on the income taxation of individuals, but the course also includes an overview of the federal taxation of other forms of business organizations (*e.g.*, corporations, partnerships). The focus of the course is on developing knowledge of the tax law and its application. Prerequisites: Economics and Management 222 and 223. Enrollment is limited to 30 students.

335. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service or to interest potential clients, members, or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations, and the media will also be explored. Prerequisites: Economics and Management 101, 102, and 105.

347. Non-Profit and Volunteer Systems.

This course offers an understanding of the non-profit organization and of its frequent utilization of volunteerism. Organizational theory applied to the non-profit sector will be explored. Organizational

structures and management styles which are appropriate for the non-profit organization will be presented. The nature of volunteerism and issues of volunteer motivation will be discussed. Case studies and guest speakers will be utilized to examine particular types of non-profit organizations. Examples to be used include educational, health care, artistic and cultural, charitable, and professional organizations. Prerequisites: Economics and Management 101, 102, and 105.

351. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisites: Economics and Management 101 and 102.

358. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics and Management 101 and 102.

362. Public Finance.

An analysis of governmental revenue, expenditure, and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and

applications of theory. Prerequisites: Economics and Management 101 and 102.

370. Seminar on Economic Thought.

The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen, Marshall, and Keynes. Prerequisites: Economics and Management 101 and 102.

374. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time, and the economic effect of union and government labor policies. Prerequisites: Economics and Management 101 and 102.

375. Business Policy: Government and Society.

This managerial strategy and policy course focuses on defining and explaining the multiple interrelationships between business organizations and their changing internal and external environments, specifically social, cultural, political, legal, economic, and technological milieus (both domestic and international). The corporate responses are to be analyzed and suggested. Prerequisites: Economics and Management 105 and junior standing.

385. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control

monopolies, *e.g.*, antitrust laws and regulatory commissions. Prerequisites: Economics and Management 101 and 102.

393. Urban Economics.

A study of the evolution and function of cities as well as an analysis of the causes and symptoms of the urban predicament. Discussion of numerous topics concerning metropolitan areas, including economic development strategies, land use patterns, mass transit, poverty, housing, finance, education, and environmental quality. Prerequisites: Economics and Management 101 and 102.

395. Special Topics.

This course reviews the latest developments and technology in the emerging field of human resources management. Readings and case studies are used to assess and evaluate alternative approaches in the areas of staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The overall emphasis of the course is to understand these elements of human resources management within an integrated systems approach. Prerequisites: Economics and Management 101, 102, 105, and permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Education

Synthesis of certified education sequence with major in an academic discipline. Pennsylvania Department of Education-approved for Early Childhood (N-3), Elementary (K-6), and Secondary Education; reciprocal certification with other states.

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for nursery-third or kindergarten-sixth or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements of the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 251, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, chemistry, English, Spanish, French, German, mathematics, and comprehensive social studies.

Students who are seeking recommendation for certification in secondary English education are required to take, in addition, an approved linguistics course, English 243 or 244, and Theatre 192. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle schools (grades 6, 7, 8) employ both elementary and secondary certified teachers. Students in either the

elementary or secondary education programs must earn recommendation by the College for certification. All students are expected to participate in field experiences in public and independent schools throughout the early childhood, elementary, and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence. All candidates applying for their first Instructional I certification beginning June 1, 1987 must pass the Pennsylvania Teacher Certification Test.

Courses

102. Perspectives on Education.

Students examine the role of the teacher and the school in the past and in contemporary society. Selected educational issues and specific topics are analyzed; for example, the characteristics and needs of exceptional children, the role of technology in education, the responsibility of the school for values education, and school-community relations. A one-half day per week field experience is required. Not open to first-term freshmen.

201. The Expressive Arts in Education.

The course consists of experiences in art, music, and children's literature designed to increase the student's repertoire of methods and materials used in teaching the expressive arts. Students will explore instructional processes and create original products. Emphasis is on the integration of the arts with total early childhood and elementary curricula. No field placement required. Prerequisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within

the total elementary curriculum and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. A one-half day per week field experience is required. Prerequisite: Education 102.

211. Early Childhood Curriculum.

Students engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, are tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the uses of the microcomputer in the classroom. This module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

212. Elementary School Curriculum.

Students engage in seminars, accompanied by experiences in the field, and examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations.

Theoretical approaches gathered from appropriate readings are tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the use of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisites: Education 102, 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five- to twelve-year-old child, in terms of his or her intellectual, social, and emotional growth and development. Students gain experience in the administration, scoring, and interpretation of a variety of tests and measurements and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion, and problem-solving activities, students gain competencies and explore alternative strategies for dealing with classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. (Conducted at Carnegie-Mellon University) Prerequisite: Education 102, 208.

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social, and emotional growth. Educational and social

philosophy are stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents, and planning programs for the entire age range, as well as competency in the area of critical evaluation of tests and methods. A one-half day per week field experience is required. (Conducted at Carnegie-Mellon University) Prerequisite: Education 102, 208.

222. Principles of Secondary Education.

The course focuses on the characteristics of the secondary school student and the structure and climate of the high school. Students examine the nature of adolescent development, the implications of the cognitive and affective characteristics of adolescents for selecting instructional methods and designing curricular materials, and the structural features of typical secondary schools. A brief introduction to comparative education is provided through an investigation of secondary education in selected areas outside the United States. A one-half day per week field experience is required. Prerequisite: Education 102.

321. Teaching Methods for the Secondary and Adult Level.

Students investigate a range of teaching strategies and classroom management techniques in the context of their major fields of specialization. Individualized reading assignments in appropriate professional literature encourage students to develop familiarity with the most effective teaching approaches for their disciplines. Opportunities to practice teaching methods and behaviors are provided through undergraduate teaching assistantships in students' major departments. Motivation, evaluation of student achievement, and individualization of instruction are considered. An open-

ended module introduces students to the uses of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. Each student designs a teaching unit as a final project. A one-half day per week field experience is required. Prerequisite: Education 102, 222.

322. Teaching in an Urban Setting.

Juniors or seniors are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. In this course, based upon the premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools and independent schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Prerequisites: Education 102 and permission of the instructor. (See also *Black Studies*.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation and conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chair. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation and conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chair. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level under the guidance of an experienced teacher and a faculty member of the Education Department. Conferences with the supervising teacher, college supervisor, and faculty from the major department, when appropriate, provide the student teacher with support and direction throughout the student teaching experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chair. 2 course units.

501, 500, 502. Independent Study.

603-604. Tutorial.

English

Exploration of literary imagination and expression through historical periods, genres, works, and authors. Intensive training in writing and sensitivity to writing, English and American literary history, and primary works of literature. Secondary education certification in English.

Major Requirements:

12 courses including the following: three courses in historical periods before 1900 (*i.e.*, 210, 211, 213, 214, 216), English 222, at least one 300-level seminar, English 350, and the tutorial. English 102 and 103 do not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including either English 103 or 350, English 222, three courses which cover materials in different historical periods before 1900, and three electives. One of the courses taken should be on the 300-level. The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 103, English 222, and at least two courses which cover materials in different historical periods before 1900.

Courses

102. Expository Writing I.

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers)

110. Literary Studies I: Content and Form.

Although the specific literary topic of the course changes from semester to semester, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form. Open to freshmen and sophomores; recommended for all students contemplating an English major.

184. Study of Black American Writers.

An analysis of works, significant in historical or literary terms, by major Black writers of the 19th and 20th centuries. The readings will reflect the works of outstanding Black writers in all genres: poetry, drama, autobiography, the novel, and the essay. (See also *Black Studies*.)

210. Early British Literature.

A study of major Anglo-Saxon and medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries.

214. Nineteenth-Century English Literature.

A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Browning, FitzGerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde.

215. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

221. Chaucer.

A close study in Middle English of *The Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Poets.

A study of the major works by the chief poets of the Romantic and Victorian eras.

232. Nineteenth-Century English Novel.

A study of major nineteenth-century English novels both as art and as reflections of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Molière, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

243, 244. Imaginative Writing I, II.

A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

Special Topics.

Upper-level seminar topics vary from year to year.

323. American Literary Realism.

A study of the nineteenth-century

American literary movement known as Realism. The course will focus on works by Henry James, William Dean Howells, and Mark Twain. Prerequisite: Major American Writers I or II or consent of the instructor.

324. Literature of Fact.

A study of selected non-fiction (*e.g.*, essays, histories, biographies), designed to examine treatments of "fact" and to highlight differences in style among periods and writers. Selections will compare 17th, 18th, and 19th century works to contemporary pieces. Prerequisite: Two terms of expository writing or equivalent and at least one period course.

325. English Medieval Drama.

A study of medieval English drama from interdisciplinary perspectives: texts, art, historical documents, medieval staging, modern productions. Appropriate for interested non-majors.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism by the study of literary theory and critical methods and by the application of critical principles.

350. Seminar for Junior English Majors.

An advanced course in writing and research methods required of all junior English majors preparatory to enrollment in the tutorial. Prerequisite: Second term junior status.

501, 500, 502. Independent Study.

603-604. Tutorial.

A two-semester investigation of a significant literary problem.

Fine and Performing Arts

The Fine and Performing Arts Department is dedicated to the belief that exposure to the arts through analytical and historical study and personal application will add immeasurably to a student's education. Whether the student's interest is directly focused on one of the arts or is peripheral to her primary interest in the sciences or another branch of the humanities, study in the arts will better prepare her for the lifetime habit of enjoying and appreciating the arts through critical understanding.

The Fine and Performing Arts Department performs a variety of functions on the campus. First, courses provide opportunities for all Chatham students to become "arts literate," an increasingly important value in our technological world. Second, by majoring in one of the arts, a student can prepare herself for professional work or graduate study. Third, through student exhibits, recitals, and productions, students get direct experience as fine and performing artists; Chatham's small size makes it an ideal environment for encouraging participation in the arts, rather than mere exposure to them. Finally, the Department serves as a vehicle for bringing guest artists to the campus—actors, dancers, painters, sculptors, and musicians who enrich the cultural life of the Chatham community.

Students in the department may major in Visual Arts, Music, or Theatre. Students may also elect an interdepartmental major: Theatre and a discipline outside the Department (*e.g.* Communication, English, Modern Languages) or Music and a discipline outside the Department. An interdepartmental major in Visual Arts may be arranged with permission of the Visual Arts faculty.

All students majoring in Theatre, Music, or Visual Arts are required to take a three-course sequence focusing on form and

content in the arts (102), the arts in historical perspective (201), and a special topics junior seminar (302), as well as those courses required in each program area. Faculty advisers in the individual programs will assist students interested in graduate or professional school to develop a course of study that best prepares them for these goals. Specific requirements for each of the program majors are listed below.

Fine and Performing Arts Inter-Arts Courses:

102. Introduction to Form and Content in the Arts.

This introductory course examines a variety of concepts and elements which contribute to works of artistic expression. Through discussion in seminars and lectures by specialists in each of the arts, the course provides a broad background for those students with no prior experience in the arts and those with a special interest in one or more of the arts.

200. Advertising: Propaganda and the Arts.

This interdisciplinary, team-taught Interim course explores the relationship between propaganda and the visual and performing arts. Students analyze a wide range of forms, including advertising and its techniques and strategies; the Socialist Realist art of specific revolutionary periods; music, ranging from advertising jingles to military marches; and films. Students without prior training or experience in the arts are encouraged to take this course.

201. History of Style and Ideas in the Arts.

This course surveys the visual arts, music, and theatre from ancient Greece to the present, focusing on selected developments and the historical circumstances surrounding them. Students gain

familiarity with major styles and the historical developments of the individual arts disciplines.

302. Junior Seminar in the Arts.

This course deals with the contemporary arts. The variable subject matter is confined to concerns in current artistic expression. Lectures, creative projects in arts media, and written and oral articulation of the experience further develops the student's skills for successful performance of the tutorial.

Major Requirements:

1. Visual Arts: 14 courses including the tutorial. Required courses are Fine and Performing Arts 102, 201, and 302; nine courses in the visual arts selected in conjunction with the faculty adviser and approved by the Chair of the Department; and the tutorial.

2. Music: 14 courses including the tutorial. Required courses are Fine and Performing Arts 102, 201, and 302; nine courses in music to include 161, 162, 263, 264, four courses in applied music, and one elective course to be selected in conjunction with the faculty adviser and approved by the Chair of the Department; and the Tutorial.

3. Theatre: 14 courses including the tutorial. Required courses are Fine and Performing Arts 102, 201, and 302; the following eight theatre courses: 141, 153, 241, 242, 252, 355, 356, and 359; at least one of the following electives: 142, 148, 158, 243; and the Tutorial.

Interdepartmental Major:

1. Visual Arts: Eight courses including Fine and Performing Arts 102 and 302, six courses in visual arts selected in conjunction with the faculty adviser and approved by the Chair of the Department, and a tutorial which combines the visual arts and the other discipline.

2. Music: Eight courses including Fine and Performing Arts 102 and 302, six courses in music selected in conjunction with the faculty adviser and approved by the Chair of the Department, and a tutorial which combines music and the other discipline.

3. Theatre: The following eight required courses: 102, 141, 153, 241, 242, 302, 355, 356, and a tutorial which combines theatre and the other discipline.

Minor:

Six courses selected in conjunction with the faculty adviser and approved by the Chair of the Department.

Visual Arts

The Visual Arts Program offers a comprehensive curriculum of studio courses in drawing, painting, sculpture, and ceramics. A corollary emphasis is placed upon courses in the history and exhibiting of the Visual Arts.

103, 104. Drawing.

Through various drawing media, the course examines the practice and principles of creating and understanding a work of visual art. Perception, means of visual communication, and composition are stressed.

113, 114. Painting Studio.

The application of color as structure, illusion, and expression through the use of acrylics and/or oils. Prerequisites: Art 103, 104 or permission of instructor.

121. Fundamentals of Sculpture.

A study of form and space through various media such as clay, plaster, wood, and metal. Applied art fee.

125. Ceramics Studio.

The techniques of hand-building and glazing will be the focus of this beginning course. Applied art fee.

126. Intermediate Ceramics.

The skills of wheel-throwing and glaze formulation will be emphasized. No prerequisite. Applied art fee.

127. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

128. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Art 127 or permission of instructor. Applied art fee.

131. Survey of Western Art.

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe.

135. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground in various media.

136. Practice and Principles of Design II.

A continuation of Design I with emphasis on more advanced problems. Prerequisite: Art 135 or permission of instructor.

212. Sculpture: Carving.

The subtractive techniques of carving solid materials such as wood, stone, and plaster. The use of hand tools and power equipment will be taught. Prerequisite: Permission of instructor.

213, 214. Figure Drawing/Painting.

The practice of drawing and painting from the model for the purpose of developing an understanding of the human form. Prerequisite: Art 103 or 104 or permission of instructor.

215, 216. Watercolor Studio.

An exploration of transparent watercolor and its unique characteristics as a painting medium. Prerequisites: Art 103 or 104 or permission of instructor.

222. Raku Workshop.

An intense study of the Raku process. Proceeding from the clay form to the iridescence of the finished product of this unique kind of firing, as well as other low-fire techniques. Prerequisite: Art 125 or permission of instructor.

230. Art History Field Trip.

An extensive tour during Interim of major sites and museums in a culturally significant area of Europe (*e.g.*, Rome and Florence, Greece). In consultation with the instructor during the fall term, each student will choose, assemble a bibliography, and prepare a report on an important work to be presented on the site.

231. Renaissance Art.

A survey of 14th, 15th, and 16th century art in the Netherlands, Germany, and Italy.

234. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780.

236. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

501, 500, 502. Independent Study.**521, 520, 522. Internship.****603-604. Tutorial.****Music**

The music program offers a variety of courses in the history, the theory, and the performance of music. While emphasis is placed upon solo performance through numerous student recitals, program recitals, and the tutorial, the student is encouraged to participate in ensemble music and to perform with the Chatham College Choir.

161. Basic Music.

A fundamental theory course dealing with the parameters of musical sound. Emphasis will be placed on understanding pitch, timbre, intensity, rhythm, melody, and harmony as components of the language of music. Notation in the Western tonal tradition will be studied to develop basic skills in reading, hearing, and writing music.

162. Materials of Music.

A basic hands-on course which introduces the various ways in which music is produced in written and improvisational forms. The application of music to other media will be explored as well as more complex musical structures such as chords, rhythmic patterns, simple contrapuntal textures, and timbral elements. It is expected that the student will have completed Basic Music (161) prior to enrolling in this course.

165. Great Composers of the 19th and Early 20th Century.

An introduction to the music of the master composers of the Romantic Period and the early Twentieth Century. Including the music of composers of opera, chamber, and symphonic music, the course will survey in sound the performances of the finest orchestras, soloists, singers, and choruses to be found today.

168. Popular Music.

A general survey course which investigates the social and artistic aspects of the rise of popular tastes in music and other

related arts. Primarily focusing on the musics of the United States, the course attempts to demonstrate the connections between the popular arts and other fields—economics, history, business, literature, and science and technology—as well as to draw some distinctions between the popular arts and fine arts.

261. Music in America.

The development of music in the New World showing the interaction of native contributions such as jazz or folk music on a transplanted European culture.

263. Human Topics in Music.

The course will survey those works of music which in various ways parallel human concerns: Love, Nature, Childhood, Death/Birth, Family, Religion, Society, and Emotion among others.

264. Musical Experience Since 1750.

Covering the musical periods from the late Baroque until the early twentieth century, the course will examine the development of Western artistic thought, expressed through opera, ballet, orchestral and chamber music and song. Parallels between music and the other arts will be emphasized.

265. Anthropology of Music.

To include the musics and related arts of the American Indians, Eskimos, and various African and South American groups, the course will survey the interrelationships between the arts of a society and those cultural, political, and economic elements which shape a society.

266. World Music.

A course which focuses on the music and related arts of some of the major civilizations of the world: India, China, Japan, as well as areas such as Southeast Asia, South America, and Africa. Emphasis will be placed upon those artistic factors which develop art sometimes quite differently than our own.

Applied Music

171, 172. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. 1/2 course.

173, 174. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. 1/2 course.

175, 176. Voice.

Section A, 1/2 course.

177, 178. Voice.

Section B, 1 course.

191, 192. Piano.

Section A, 1/2 course.

193, 194. Piano.

Section B, 1 course.

195, 196. Orchestral Instruments.

Section A, 1/2 course.

197, 198. Orchestral Instruments.

Section B, 1 course.

501, 500, 502. Independent Study.

521, 520, 522. Internship.

603-604. Tutorial.

Theatre

The Theatre Program offers students the opportunity to explore the various theatre arts within the context of a liberal education. Performance/production courses in acting, directing, and technical theatre are complemented by a sequence of theatre history/dramatic literature and playwriting courses. The program provides four major productions a year, plus tutorial productions, and sponsors the Chatham Players Touring Company.

141. Acting I.

Students develop—through exercises, pantomimes, theatre games, improvisations, and simple scenes—specific acting skills, including muscle relaxation, concentration of attention, imagination, spontaneity, motivation, sense memory, and emotion memory.

142. Acting II.

Students investigate the techniques for the proper preparation of a role through disciplined rehearsal and through comprehensive character and script analysis. These techniques are applied to scene work and monologue preparation encompassing both classical and contemporary dramatic literature as well as to proper auditioning procedures. Prerequisite: Theatre 141.

148. Touring Company.

Students develop acting skills; learn to adapt to a variety of audiences, stages, and circumstances; are challenged to keep the dramatic material as well as their performance fresh over the course of a long run; and experience the benefits of ensemble acting. Students who are cast (after pre-registration auditions) rehearse the play during class for the first part of the semester and then perform for the rest of the semester—both on and off campus. Non-majors are welcome. (Being cast is prerequisite for registering for this course.) Course may be repeated for credit.

153. Technical Theatre.

This course is a broad overview of the basic elements of technical theatre: scene design, lighting, sound, costuming and makeup, and stage management. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to department productions required.

158. Speaking to Inform and Persuade.

Students prepare and present a series of speeches. Emphasis is on selecting topics appropriate for specific audiences,

gathering and analyzing materials, supporting points with evidence and logical reasoning, organizing presentations through use of outlines, and achieving clear and effective style of delivery.

241. Theatre History/Dramatic Literature I.

This course provides a broad overview of the history of theatre from its primitive inception through the 1700s. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society.

242. Theatre History/Dramatic Literature II.

This course provides a broad overview of the history of the theatre in the 1800s and 1900s. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society. Prerequisite: Theatre 241.

243. Acting for the Camera.

Students learn to act for television and film by adapting stage acting techniques for on-camera dramatic performance. Class uses videotaping equipment and is conducted in the studio with some outdoor work. Prerequisite: Theatre 141.

252. American Theatre.

This course is an overview of the history of American Theatre, with emphasis on representative plays and playwrights, the relationship of the theatre to American society, key historical figures and trends, and the development of contemporary trends and alternative theatre such as Black Theatre, Women's Theatre, and Ethnic Theatre.

355. Playwriting.

This course concentrates on how to select ideas for dramatic development, how to structure action and conflict, how to build characters, develop a theme, write

dialogue, and create mood. Students develop writing discipline, apply revising techniques, and learn to market plays for production/publication. Assignments include scenes and a one-act play. Prerequisite: permission of the instructor.

356. Directing.

This course examines the techniques of script analysis and the principles of staging. Students are assigned exercises that demonstrate the significance of stage position, movement, pacing, and rhythm and explore the actor-director relationship and proper rehearsal techniques. Students direct scenes and prepare a prompt book.

359. Special Subjects in Theatre.

Seminar members explore in depth a specific area of theatre history, literature, production, performance, or dramatic theory and criticism by conducting research and sharing results. Emphasis on readings, discussion, papers, and presentations.

501, 500, 502. Independent Study.

521, 522. Independent Study.

603-604. Tutorial.

History

Combination of traditional history with social history; focus on family life, working and leisure patterns, ethnic groups, women's roles, as well as historical periods and countries. Secondary education certification in Social Studies.

Major Requirements:

12 courses including History 101, 102, 151, 152, 347, at least three additional courses at the level of 200 or above exclusive of the tutorial, and the tutorial.

Interdepartmental Major Requirements:

8 history courses including either 101 and 102, or 151 and 152, 347, and at least two additional courses at the level of 200 or above. The above requirements do not include the tutorial, which need not be directed by a member of the History Department but must contain some significant historical dimension.

Minor Requirements:

6 history courses including either History 101 and 102 or 151 and 152. Two of these courses must be at the 200-level or above.

Courses

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

102. The History of Western Civilization Since 1600.

A survey of the various aspects of Europe's transformation from feudal

agrarian and simple commercial life into advanced industrial capitalism and from traditional hierarchies to present forms of centralized bureaucratic government. The course will also examine the contributions of science, technology, and the arts.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

145. The Modern Middle East.

The Ottoman Empire to the present. Examination of forces shaping the modern Middle East. Rise and fall of the Ottoman Empire, western impact and responses to it. Origins and development of nation-states, Arab search for independence and political community, the struggle for Palestine, inter-Arab rivalry, and the prospects for future stability are examined.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the

nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization, and immigration and the responses to those changes as expressed by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

153. Pittsburgh Social History and Architecture.

An examination of how Pittsburgh evolved from frontier town to emporium of westward expansion to manufacturing city to modern metropolis. Particular focus upon how people lived (worked, played, shopped, traveled, etc.) within the city and how the city became more liveable. Also emphasis upon topography and architecture—the setting for human activity.

158. History of Sport.

The course surveys the history of sport from pre-industrial society forward with a focus on the 19th and 20th centuries. Consideration of professional sport will be balanced by that of amateur sport. Both yesterday's sandlots and today's moneyball will be placed in their socio-political contexts. Topics include women in sport, drugs, gambling and other abuses, and collegiate athletics. A major focus is the role of sport in the making of Black Pittsburgh.

161. Fifties, Sixties, and Seventies: Post-World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals and the alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology, and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

173. Colonial Latin America.

This course covers pre-Columbian Indian society, the European conquest, and subsequent colonial development. Topics include the evolution of the social structures within which Amerindians, Africans, and Europeans lived and worked, colonial economies and labor systems, the wars for independence, and the area's relation to international political and economic dynamics.

174. Modern Latin American History.

Modern Latin American history spans the late 19th and 20th centuries. Beginning with the Porfiriato and the Mexican Revolution, it combines consideration of internal social dynamics (such as immigration, race relations, and the land) with Latin politics (populism, authoritarianism, and revolution) and the international relations (the emergence of neo-colonialism, foreign international relations and intervention, and multinationals). The course will focus on Mexico and the PRI, Fidel's Cuba, Allende's Chile, and the long-brewing upheavals in Central America. Films about Latin America will be shown.

187. Afro-American History.

Survey of the sagas of Afro-Americans from West Africa through slavery to emancipation in the United States. The course will examine some of the major political, social, and economic developments of the Black American in American civilization.

211. Medieval History.

A survey of western civilization from the fall of Rome to the High Middle Ages. The course will examine the origins and nature of feudal society in Europe, the process of urbanization, the rise of medieval thought, culture, and architecture. The course will also discuss the parallel significance of the rise of Islam and the legacy of Byzantine Europe. Prerequisites: two 100-level courses in history or permission of the instructor.

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics. Prerequisites: two 100-level courses in history or permission of the instructor.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth-century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Prerequisites: two 100-level courses in history or permission of the instructor.

221. Europe in the Nineteenth Century.

After a brief overview of the *ancien régime*, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution, and the Industrial Revolution. Topics to be considered will range from the impact of

these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture. Prerequisites: two 100-level courses in history or permission of the instructor.

222. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow resurgence of Europe, prospects for European unity, and revived European influence in international relations as a "third force." Prerequisites: two 100-level courses in history or permission of the instructor.

230. History and Literature of London.

The class will read about London in history and literature, visiting the sites and experiencing the settings described in the readings. Prerequisites: two 100-level courses in history or permission of the instructor.

232. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen rights under law, as well as our legal and governing institutions. Prerequisites: two 100-level courses in history or permission of the instructor.

246. Problems in Contemporary Middle Eastern History.

The course focuses on problems created by the Middle East's Islamic and colonial experiences. Problem areas include the relationship of religion and politics, ideas of political community, attitudes toward

change, relations with the West, economic and cultural dependency. Problem areas will be highlighted by the study of specific 20th century problems.

Prerequisites: two 100-level courses in history or permission of the instructor.

253. Puritans in Old and New England: The Moral Athletes.

The Puritan faith is at the heart of Anglo-American experience in the early modern period. The course will examine their beliefs and the dynamic impact of these beliefs upon their lives. Emphasis will be placed upon social and political history with extensive use of contemporary sources. Prerequisites: two 100-level courses in history or permission of the instructor.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history and the framework of ideas which undergird these events. Prerequisites: two 100-level courses in history or permission of the instructor.

261. American Economic and Social History Before 1900.

This course analyzes the economic and social development of American society during the transition from an agrarian republic to an industrial nation. It focuses on the nature of economic change, work and the making of an American working class as well as the impact of immigration, race, gender, and evangelism. Prerequisite: History 151 or permission of instructor.

262. American Economic and Social History After 1900.

This course analyzes the socio-economic development of American society during the 20th century, focusing on the maturation of the economy, the evolution of scientific management, the response in the workplace, and changing social demographics, community patterns, and consciousness. Prerequisite: History 152 or permission of the instructor.

263. The Family in American History.

This course examines the major changes and continuities in family life in the United States since the colonial period. Topics include demographic patterns, family roles and functions, family structure, child-rearing attitudes and practices, and the success of the American family over time. Prerequisite: Western Civilization or U.S. History Survey.

264. History of Work and Leisure in Western Society.

This course examines forms of work and leisure in western society in the past and traces the major changes and continuities in these basic human activities from approximately 1600 to the present. Selected themes and topics are investigated in both historical and contemporary contexts, for example, work satisfaction, women's work roles, the development of the work ethic, and perspectives on the purpose of leisure activities. Future prospects for work and leisure in a post-industrial society are considered. The primary focus is on the western European experience; some American examples are presented for comparative purposes. Prerequisites: two 100-level courses in history or permission of the instructor.

267. United States Diplomatic History.

U.S. Diplomatic History surveys the making and conduct of this country's foreign policy from its formation as a republic through its emergence as a world power. It considers the ideological, economic, cultural, and political factors

that have influenced U.S. diplomacy and how these dynamics have been realized during continental expansion, world wars, foreign interventions, and peacetime policies. Prerequisites: History 151, 152, 161 or permission of instructor.

347. The Pursuit of History: Process and Product.

This course focuses on the nature of the discipline of history as both process and product. The course begins with a brief overview of the development of historiography and examines the diversity of current historical practice through a consideration of main themes and new trends in historical research. Prerequisites: one 200-level course in history or permission of the instructor.

501, 500, 502. Independent Study.**603-604. Tutorial.****Human Services Administration**

See Psychology, p. 104.

Information Science

Information Science looks not only at the technical aspects of information processing and communication systems but also at the human components. The curriculum covers different cognitive styles and learning mechanisms as well as problem-solving behaviors. This study of human information processing is applied to develop programs that exhibit intelligence and can make informed judgments. Students also learn how to analyze and design computerized systems which can organize information in accessible and useful ways.

Major Requirements:

12 1/2 courses in the department, including the tutorial. Required courses include Information Science 102, 201, 202, 207, 283, 322, and an approved internship. Three additional courses are to be selected from departmental offerings. In addition, Mathematics 106 and an approved course in statistics are also required.

Interdepartmental Requirements:

8 courses exclusive of the tutorial, including Information Science 201, 202, 283, and 322, and a tutorial reflecting substantial mastery of Information Science are required.

Minor Requirements:

6 courses including Information Science 102, 201, 283, and three others selected from departmental offerings must be completed.

Courses**101. Introduction to Information Science and Computer Science.**

Students study how the information environment—an assembly of computers, communication systems, libraries, and people—can be organized to handle information efficiently. Fundamental computer programming techniques are presented; microcomputers using the BASIC programming language are utilized. In the computer laboratory, each student is expected to develop some proficiency in programming, data base management, spreadsheets, and word processing.

102. Foundations of Information Science.

Introduction to the concepts, principles, and theory of information science. Topics covered are the need for information, information-seeking behavior, information processing, information analysis, and the evaluation of information. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

201. Intermediate Computer Science.

An intermediate-level computer science course which explores computer organization, operation, and data representation. Computer languages, file handling, and algorithms are studied. Students develop projects in PASCAL. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

202. Data Structures.

A study of algorithms and data structures for the manipulation, storage, and retrieval of information in a computerized environment using primarily PASCAL. Linear lists, strings arrays, stacks, representation of trees, graphs, and multi-linked structures as well as iterative and recursive programming techniques will be presented. Prerequisite: Information Science 201.

207. Operating Systems.

A theoretical study of the structure of operating systems. Physical input-output, buffering, interrupt processing, multiprogramming, program scheduling, virtual memory, paging, processor scheduling, device queuing, stacks, and resource management interdependencies will be presented. 1 1/2 course units. Prerequisite: Information Science 201.

250. Internship.

Prerequisites: Information Science 202, 284.

283. Data Base Management Systems.

This course is a study of relational data base management systems and their applications to a wide range of information processing needs. Students will design and implement data base management systems in dBase III while they are being introduced to a conceptual model of a data base environment comprised of five basic components: data bases, data base management systems, data dictionary/directory systems, data base administration, and user system innerfaces. Prerequisite: Information Science 101.

284. Information Systems Analysis.

This course develops an understanding of a systems approach to the statement and solution of a broad class of information problems. Initially, activities focus on recognizing the need for or existence of information systems, particularly in decision-making situations. Thereafter, emphasis is placed on specifying system objectives, developing systems analysis proposals, and knowing the tools and techniques involved in detailed systems investigations. Prerequisites: Information Science 201 and 283.

285. Information Retrieval Systems.

Students will explore major classification schemes as well as various subject indexing techniques including permuted key work indexing, PRECIS, MEDLARS, LCSH, and citation indexing. They will become familiar with the major bibliographic utilities and will learn to use thesauri effectively and search strategy development. Prerequisites: Information Science 201 and 283.

287. Information Counseling.

This course will cover the diagnosis of information needs and the behaviors people use to satisfy these needs, with a focus on developing a taxonomy of information-seeking behaviors that can be used in information counseling. Information counseling techniques will also be presented. Prerequisite: Information Science 102.

320. Special Topics in Information Science.

This course will cover a variety of topics of interest and concern to information scientists including artificial intelligence, legal issues involved in copyrights and licenses for software, the right-to-privacy issue in large data bases, and various aspects of management theory as it applies particularly to the management of information, a critical corporate resource. Electronic data processing auditing will also be addressed and its implications in

system design. Other topics will be added as relevant and/or appropriate. Prerequisite: Information Science 283.

322. Telecommunications and Networking.

The study of telecommunications theory and interconnected stations and data bases from simple local area networks to transcontinental networks. Prerequisite: Information Science 101.

500, 501, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop, and implement a project for that organization. 1/2 or 1 course units. Prerequisites: Information Science 201 and 284.

603, 604. Tutorial.**Mathematics**

Introduction to the principal branches of mathematics: analysis, algebra, probability and statistics, topology. Emphasis on applications of mathematics to the sciences, the social sciences, business, information science, etc. Preparation for graduate study, certification for teaching in the elementary or secondary school, or employment in government or private corporation.

Major Requirements:

12 courses in mathematics, including Mathematics 327, 341, and the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals, plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: *e.g.*, logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in Mathematics Courses:

Because of the sequential nature of mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. The Mathematics Placement Assessment is administered at the beginning of the fall term and by appointment at other times. Recommendations on placement are sent to the student and the student's adviser. The Mathematical Skills Program, consisting of Modules I, II, III, and IV, provides opportunity for development of mathematical skills prerequisite to enrollment in introductory courses in mathematics. Upon completion of the Mathematical Skills Program a notation is made on the student's transcript. After a student has completed the Mathematical Skills Program, satisfactory completion of the achievement examination for each module is required for enrollment in introductory courses in mathematics.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairs of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence 101-102 and

221 or the sequence 107-108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairs of each department and filed with the Registrar.

Minor Requirements:

A minor in mathematics consists of six to eight courses in mathematics, including Mathematics 221. Courses in computer science, information science, or statistics may be included with permission of the department.

Courses

099. Basic Math.

Designed to assist students who have not attained the mathematical skills necessary for enrollment in courses requiring proficiency in computation, geometry, and algebra. Attention will be given to computational mathematics, the fundamentals of geometry, and the essentials of algebra. Satisfactory completion of this course fulfills the College's Proficiency Requirement in Mathematics. It cannot be counted towards a major or minor in Mathematics.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisite: two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation,

anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

106. Numbers, Functions, and Graphs.

A link between secondary school mathematics and college-level calculus. Development of essential skills in geometry and algebra. Measurement and approximation. Coordinate systems. Relations and functions and their graphs. Introduction to the computer. Solution sets for equations and inequations. Analysis and solution of statement problems with applications to biology, chemistry, economics, management, and physics. Prerequisite: two years of college preparatory mathematics and satisfactory demonstration of prerequisite skills on the Mathematics Placement Examination or the Mathematical Skills Achievement Examination.

107. Models, Calculus, and Decisions I.

Mathematics of finance. Matrices and their applications. Use of BASIC in solving some problems in finance and matrices. Linear programming. Functions. Linear and quadratic models, curve-fitting techniques, and their applications to economics and management. Exponential and logarithmic functions and their applications. Limits and continuity. Derivative and differential. Techniques of differentiation. Prerequisite: Mathematics 106 or equivalent.

108. Models, Calculus, and Decisions II.

Trigonometric functions and their derivatives. Application of derivatives to graphing functions and optimization. Antiderivative and techniques of

antidifferentiation. Definite integration and applications to economics and management. Prerequisite: Mathematics 107 or equivalent.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. 1/2 course.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate, personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one

of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. 1/2 course.

221. Linear Algebra.

Finite dimensional vector spaces, geometry of \mathbb{R}^n , linear functions, systems of linear equations, theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills. Emphasis both on developing mathematical tools and on the foundations of physics and the dependence of physical concepts on these foundations. Topics: Multidimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108 or equivalent.

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.

Foundations for abstract analysis, development of computational skills needed to treat many applications. Sequences, series, limits, continuity, differentiation, Riemann integration, differential equations, improper integrals. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327: topology of \mathbb{R}^n , vector calculus, multiple integrals, line integrals, differential equations, introduction to functions of a complex variable. Prerequisite: Mathematics 327.

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

Communication tools for an economically, socially, and politically interdependent world. Intense language study to develop breadth of perspective, depth of cultural understanding, sensitivity to one's own language, and career flexibility. Secondary education certification in French, German, and Spanish. The German major is available only to students who declared this major by the end of the Fall term 1985.

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

10 courses in French including the tutorial. French 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in French literature and/or civilization.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in German literature and/or civilization.

The German major is available only to students who declared this major by the end of the Fall term 1985.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in Spanish literature and/or civilization.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in German, French, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French

101. Elementary French I.

An introduction to understanding, speaking, reading, and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

107. Introductory Reading Course in French.

For the student who is not interested in the oral-aural aspects of the language but wishes to acquire a reading skill for use as a research tool, for general culture, for personal satisfaction and pleasure. An intensive course stressing basic grammar and vocabulary, sight and assigned translation, graded readings, word study, and use of the dictionary. May also serve the student whose grammar, vocabulary, and reading facility have grown stale through non-use. While not required, some previous contact with French would prove helpful.

127. Topics: French Literature in Translation.

Reading and analysis of selected works in translation. These courses are not considered part of the French major.

127A. *Cherchez la Femme.*

Images of women in French literature. An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Molière, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English.

127B. Simone de Beauvoir.

A study of France's most celebrated woman of letters: author of the feminist classic *The Second Sex*, co-originator with Jean-Paul Sartre of the major French school of existentialist philosophy, biographer, essayist, and Goncourt prize-winning novelist. All readings and class sessions in English.

127C. French Literature in Translation: Evil and Madness in the Age of Reason.

A study of French works of the eighteenth century which show the fascination with evil deviants, the occult, and the irrational in a century renowned for enlightenment. Readings from Cazotte, Diderot, the Marquis de Sade, and Laclos, among others, will be included. All readings and class sessions in English.

203. Intermediate French I.

A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written résumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

208. Conversation.

Class discussion based on selected writings, accompanied by oral and written reports. May serve as introduction to advanced courses in French literature. Prerequisite: French 204 or departmental placement.

212. Prose I. Writers from 1500-1700.

A study of selected prose writings of the major literary figures of the 16th and 17th centuries, including novels, essays, letters, memoirs, and works of moral persuasion. Prerequisite: French 207, 208, or departmental placement.

213. Prose II. Writers from 1700-1850.

A study of selected prose writings of the major literary figures of the 18th and 19th centuries, including novels, *contes*, *lettres philosophiques*, and dramatic theory. Prerequisite: French 207, 208, or departmental placement.

214. Prose III. Writers from 1850-1950.

An examination of the major literary movements of the mid-nineteenth and twentieth centuries, including representative novelists, short story writers, and theoreticians. Prerequisite: French 207, 208, or departmental placement.

215. Poetry I. Poetry from Villon to Baudelaire.

The history and development of French poetry from the Renaissance to the Romantic era. Prerequisite: French 207, 208, or departmental placement.

216. Poetry II. Poetry from Baudelaire to Apollinaire.

Detailed study of representative poems from *Les Fleurs du Mal*, the Parnassian and Symbolist poets, and early 20th century notables. Prerequisite: French 207, 208, or departmental placement.

217. Theatre I. Theatre from the Middle Ages to 1700.

The history and development of the French theatre from its beginnings to the end of the 17th century, with emphasis on selected plays of Corneille, Racine, and Molière. Prerequisite: French 207, 208, or departmental placement.

218. Theatre II. Theatre from 1750-1950.

A comprehensive study of the nineteenth-century theatre and its transformation and development into the present-day "theatre of the absurd." Readings range from the revolutionary *Préface de Cromwell* and *Hernani* of Hugo through *Ubu Roi* of Jarry to a major representative work of Beckett and Ionesco. Other dramatists such as Musset, Becque, Giraudoux, Anouilh, Sartre, and Camus will be treated. Prerequisite: French 207 or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

221. Seminar: *Explication de Textes*.

A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from

the sixteenth century to the present. Recommended for majors. Prerequisite: French 207 or departmental placement.

223. Seminar: Special Topics in French.

Studies in particular areas of French language, literature, or civilization.

223A. Seminar: French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to the members of "la post-nouvelle critique" of the present day. Prerequisite: French 207 or departmental placement.

223B. Seminar: Montaigne, Diderot, Stendhal.

A comprehensive and detailed study of selected works of Montaigne, Diderot, and Stendhal against the historical and political background, with emphasis on their exploration of the self, their concepts of human nature, and their search for happiness.

240. Commercial and Economic French.

This course is designed as a practicum to familiarize students with fundamental terminologies (and correspondent concepts) of French commerce and diplomacy. Course will emphasize training in the means by which the French language expresses issues and "objects" relevant to economic, financial, and diplomatic matters. Prerequisite: French 204 or equivalent or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

204. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 204 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. **211:** from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. **212:** the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of

Lessing, Goethe, Schiller, and Hoelderlin.

Prerequisite: German 211 and 212 or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Boell. Prerequisite: German 211 and 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisite: two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian 101. Prerequisite: Russian 101 or departmental placement.

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing. Prerequisite: Russian 102 or departmental placement.

204. Intermediate Russian II.

A continuation of Russian 203. Prerequisite: Russian 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. **211:** Pushkin through Chekhov, the Golden Age, the great realistic novelists, the short story. **212:** Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 204 or departmental placement.

215. Russian Civilization.

The cultural heritage of Russia: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Russian 204 or departmental placement.

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekhov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement.

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel, *The Poor Folk*, and culminating in *The*

Brothers Karamazov. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot*, and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich* and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.**Spanish****101. Elementary Spanish I.**

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the group. Participants will be housed at the Hacienda El Cobano, and social contact with the people of El Cobano and the city of Colima will be emphasized. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other

field trips which will be planned as opportunities and funds permit. Prerequisite: permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions,

arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present-day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

101. Elementary Italian I.

An introduction to understanding, speaking, reading, and writing Italian.

102. Elementary Italian II.

Continuation of Italian 101. Prerequisite: Italian 101 or departmental placement.

203. Intermediate Italian I.

A review of basic Italian grammar and an expansion of Italian vocabulary. Readings in aspects of Italian civilization. Practice in speaking and writing. Prerequisite: Italian 102 or departmental placement.

204. Intermediate Italian II.

A continuation of Italian 203. Prerequisite: Italian 203 or departmental placement.

Music

See **Fine and Performing Arts**, p. 72.

Philosophy and Religion

The meaning and value of human existence, the methods of rational inquiry, the perplexity and ambiguity of experience; moral and intellectual issues of a technological, global society. Complementary to interdisciplinary studies.

Major Requirements:

12 courses in philosophy including the following: 113, 119, 231, 243, 245, 247, either 244 or 246, one course above 250 level, and the tutorial. It is expected that the tutorial will culminate in a long research or critical philosophical paper.

Students planning to major in philosophy should take Introduction to Philosophy and Logic before enrolling in other courses in philosophy. They should attempt to take the History of Philosophy sequence in chronological order.

Interdepartmental Major Requirements:

8 courses in philosophy exclusive of the tutorial including: 113, 119, 231, 243, 245, and 247. The tutorial must contain some substantial philosophical content.

Minor Requirements:

6 courses in philosophy including 113, 119, and two courses in the History of Philosophy sequence.

Philosophy

100. Critical Thinking.

An introduction to critical thinking and writing through the recognition, evaluation, and construction of arguments. Special attention will be given to scientific inquiry as an illustration of rational argumentation.

113. Introduction to Philosophy.

An introductory course focusing upon some of the perennial problems of philosophy such as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introduction to the principles of deductive logic through training in the evaluative techniques of contemporary symbolic logic, including argument symbolization, proof construction, and truth tables.

141. Philosophy and Women's Issues.

An examination of classical and contemporary treatments of philosophical issues of particular relevance to women. Topics discussed may include equality, freedom,

social roles, sexism, feminism, love, sex, marriage, family, work, education, and preferential treatment.

155. Issues in Social Ethics.

An introduction to the application of ethical thinking to social problems. Topics will vary annually but may include biomedical issues (abortion, euthanasia), feminist issues (work, sexuality, family), business issues (profit motive, advertising), international issues (wealth distribution, population, war), and environmental issues (energy policy, animal rights).

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations or which may arise from future innovations. Among the topics discussed are new definitions of death and personhood, killing versus letting die, allocation of scarce medical resources, organ transplants, genetic engineering, the psychiatric control of human behavior, and new and projected techniques of human sexual and asexual reproduction.

205. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

231. Moral Philosophy.

A historical and critical examination of the nature of moral value, argument, and sentiment. Focus is on moral character and responsibility.

243. History of Philosophy: Ancient Philosophy.

An exploration of themes in Greek thought from Heraclitus and Parmenides to Plato, Aristotle, and Epictetus. Prerequisite: one course in philosophy.

244. History of Philosophy: Medieval Philosophy.

An exploration of medieval thought focusing upon Augustine, Anselm, and Aquinas. Prerequisite: one course in philosophy.

245. History of Philosophy: From Descartes to Kant.

An examination of the thought of the seventeenth and eighteenth centuries focusing upon Descartes, Hume, and Kant. Prerequisite: one course in philosophy.

246. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (*e.g.*, Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Mill, and Marx. Prerequisite: one course in philosophy.

247. History of Philosophy: Twentieth Century Analytic.

An examination of the development of Anglo-American analytical philosophy in the twentieth century. Topics discussed may include language, meaning, truth, logic, knowledge, justification, mind, and perception. Prerequisite: one course in philosophy.

261, 262. Special Topics.

An upper-level course with alternate topics. Prerequisite: one course in philosophy.

261. Special Topics: Philosophy of Art.

A critical and historical examination of the concepts of beauty, aesthetic experience, and art.

262. Special Topics: Philosophy of Religion.

A philosophical examination of religious terms, concepts, and experiences as expressed primarily in the Judeo-Christian tradition.

276. Art, Religion, and Meaning.

An investigation of the alleged limitations of philosophical inquiry in accounting for the significance of religious and aesthetic experience. The following may be discussed: religious truth; the role of the symbol, myth, and metaphor; the apprehension of non-propositional knowledge; and the significance of sentiment and intuition. Prerequisite: Philosophy 113. Philosophy 244 and 246 are recommended.

282. Rights, Justice, and the Law.

An intensive critical investigation of the nature and role of rights in legal and political philosophy especially in theory of law, theory of distributive justice, the propriety of legislating morality, and the justification of punishment. Prerequisite: Philosophy 205. Philosophy 231 is recommended.

292. Mind, Language, and Artificial Intelligence.

Recent work in philosophy of mind has been revolutionized by artificial intelligence research. Through contemporary readings, we will examine the nature of mind, consciousness, feeling, and linguistic meaning. Prerequisite: Philosophy 100 or 119.

310. Seminar: Special Topics.

An upper-level seminar on alternate topics. Prerequisite: two 200-level courses and at least junior status.

501, 500, 502. Independent Study.**603-604. Tutorial.****Religion****115. The Relevance of the Old Testament.**

A historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

116. Introduction to the New Testament.

A historical examination of basic documents related to the origins of Christianity, including the gospels and epistles as well as non-canonical materials.

162. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: course in Old Testament or permission of instructor.

176. Asian Religions.

An introductory examination of Hindu, Confucian, Taoist, and Buddhist traditions through an examination of basic texts. Emphasis will be on their historical interrelations.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community. (See also *Black Studies*.)

Physical Education

The Physical Education Department provides a balance to the rigorous demands of the academic environment by offering courses to develop personal fitness, athletic skills, and dance. A Physical Education major is not offered.

Fitness and Sports

101. Introduction to Whole-Life Physical Skills.

This course is designed to introduce the student to the concepts of fitness and health and to the physical skills needed to maintain fitness and health for life.

Topics to be included in the course are physical fitness, health, nutrition, aerobic dancing, jogging and walking, water exercise, and the use of weight and exercise equipment. This course may be repeated. 1/2 course unit.

114. Fencing.

Basic foil skills and mobility essential to fencing will be studied. The concept of strategy, rules of play in competition, directing, and judging are emphasized. 1/2 course unit.

117. Racquet Techniques: Tennis and Paddle Tennis.

Skills, strategies, rules, and concepts essential to racquet games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. This course may be repeated. 1/2 course unit.

119. Skiing: Cross Country, Downhill.

Basic concepts of skiing techniques. Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Field trip if practical. 1/2 course unit. Interim.

145. Aerobic Dancing.

Stimulating low impact aerobic exercise to improve overall fitness. Routines are choreographed to music. Emphasis on muscle tone, correct usage of exercise techniques, fat density, and nutrition. 1/2 course unit.

151. Swimming: Aquatic Skills.

Emphasis on improvement of swimming skills for all levels and safety in water environment which can be applied to aquatic activities such as sailing, boating, canoeing, water skiing, and skin and scuba diving. This course may be repeated. 1/2 course unit.

153. Water Safety Instructor: American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Life Saving or equivalent. Textbook fee required. 1/2 course unit.

157. Synchronized Swimming.

This course will introduce the basic skills essential for synchronized swimming. Various figures, transitions, and choreographic skills will be developed. A self-choreographed routine will be the final goal. 1/2 course unit.

161. Beginning Golf.

This course emphasizes the development of fundamentals of golf. Emphasis is given to all strokes, strategies, and rules. The student is taught how to select, purchase, maintain, and properly care for equipment involved in golf. 1/2 course unit.

214. Life Guarding and Emergency Water Safety: American Red Cross.

Course focuses attention on the skills and knowledge required for an individual to properly assume the responsibilities of a life guard at a swimming pool or protected (non-surf, open-water) beach. Prerequisite: permission of the instructor.

Textbook fee required. 1/2 course unit.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: permission of the instructor. 1/2 course unit.

Dance

141. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation, and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. 1/2 course unit.

143. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Introduction to Modern Dance or permission of the instructor. 1/2 course unit.

148. Classical Ballet I.

Techniques designed to challenge the body toward the aim of plastic beauty and dramatic expression. Four levels of competency: beginning, elementary, intermediate, advanced. 1/2 course unit.

149. Classical Ballet II.

This course is a continuation of Classical Ballet I. Emphasis is on individual student competency. There will be four levels: beginner, elementary, intermediate, and advanced. Prerequisite: Classical Ballet I or permission of the instructor. 1/2 course unit.

150. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American,

and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture. 1/2 course unit.

248. Classical Ballet III, Intermediate.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barre. Prerequisite: Ballet I and/or II or permission of instructor. 1/2 course unit.

249. Classical Ballet IV, Advanced Intermediate.

More complex barre, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Ballet I-III or permission of instructor. 1/2 course unit.

501, 500, 502. Independent Study.

Political Science

Concentrations on American political processes, American political behavior and public opinion, political communication, political thought, public administration, judicial process, Constitutional law, international relations, foreign policy, and comparative politics. Comprehensive background in research methodology and social statistics.

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211; Philosophy 205; three courses from the following: 101, 103, 104, 108; and three additional courses at the 200 or 300 level. Philosophy 282 may be taken for credit toward

the political science major. No more than one internship may count toward the major.

Interdepartmental Major Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Philosophy 282 may be taken for credit toward the political science interdepartmental major. No more than one internship may count toward the major.

Minor Requirements:

6 courses in political science. All minors must complete Political Science 211; Philosophy 205; one course from the following: 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Philosophy 282 may be taken for credit toward the political science minor. No more than one internship may count toward the minor.

Courses

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with emphasis on the political institutions and processes of the major democratic and non-democratic governments of Europe.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th-century world politics; modes of conducting relations among nations; instruments for promoting national interests; current problems of economic and political interdependence.

108. American Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social class, sex, ethnicity, and age) and major political events and crises (such as war and depression) affect political attitudes and behavior.

201. The American Judicial Process.

This course examines the politics, processes, and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Government Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers

of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical-fact situations. Prerequisite: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical-fact situations. Prerequisite: Constitutional Law I or Political Science 101, sophomore standing, and permission of the instructor.

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include techniques of surveys, observation, content analysis and experiments. Students will construct their own survey research designs. Prerequisite: sophomore standing.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects and analyze these data statistically, using pre-packaged computer programs. Prerequisite: Political Science 211.

213. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed. Prerequisite: Political Science 101 or permission of instructor.

217. International Law and Organization.

This course examines the role of international law and organization in world politics. The focus is on understanding how and why the body of international law and the network of organized international relationships developed and what they contributed to managing such issues as military conflict, political change, and economic instability.

220. Security or Suicide: Nuclear Weapons and Arms Control.

A course surveying the development of nuclear weapons, the evolution of deterrence theory, the strategic arms race, the nature and potential consequences of nuclear war, threats of proliferation, and arms control efforts. Also investigates proposals to solve the nuclear dilemma, such as the nuclear freeze and no-first-use. Prerequisites: Political Science 104 and/or 225 are recommended.

221. Comparative Communism.

This course is an introduction to the political systems of the Soviet Union, Eastern Europe, and the People's Republic of China. The course will consider the historical and ideological factors that helped to shape the political and economic institutions in the USSR (which in turn become the object of emulation for subsequently established communist regimes) and analyze some of

the special features of the various political systems that have been evolved later in the USSR, Eastern Europe, and China.

223. America in Vietnam, 1945-1975.

This course examines America's entry into, conduct of, and exit from the Vietnam War. Some consideration is given to opposition from 1965 to 1972, to literature, and to the war's legacy, but the emphasis is on perceptions of national interest and the political and military strategies conceived and executed. Prerequisites: Political Science 104 or permission of the instructor.

225. United States Foreign Policy.

Survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphases are on the perceptions of decision makers, the impact of the policy-making process on decisions, and actual policies since World War II. Prerequisite: Political Science 101 or 104 or consent of instructor.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual behavior and assessed. Policy toward China, Eastern Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II. Prerequisite: Political Science 104 or consent of instructor.

228. Public Administration.

An examination of the executive agencies and personnel of United States national, state, and local governments. Special attention will be given to the relationship between the structure of governmental systems and resulting characteristics of administration. Special topics to be considered include decision-making,

budgeting, personnel, and administrative law. Prerequisite: Political Science 101 or consent of instructor.

229. Political Communication and Mass Persuasion in America.

An examination of the patterns of political communication and techniques of mass political persuasion in contemporary America. Of particular interest is the role of the mass media and computer technology as instruments of communication and persuasion in election campaigns and as shapers of the image of the American presidency. Prerequisite: one 100-level course in the social sciences or Communication.

238. Congress and the Presidency.

An examination of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities affecting the relationship in a period of institutional change. Prerequisite: Political Science 101 or permission of the instructor.

302. Seminar in Political Communication.

The seminar examines areas of interest in the field of American political communication, including press coverage of political candidates and political leaders and communication strategies of those who are seeking and holding political office. Students are required to collect their own research data, analyze it in a research paper, and present it to the group. Prerequisite: Political Science 229.

322. Seminar in American Foreign Policy.

This is a reading seminar emphasizing both classic and major contemporary treatments of American foreign policy issues. An attempt is made to evaluate these writings using various analytical approaches to the study of foreign policy in general. Prerequisite: Political Science 225.

332. American Propaganda in the Two World Wars.

The seminar examines the content, techniques and strategies, and organization of American domestic propaganda during World War I and World War II. Of concern also is the debate during the war and interwar years over the necessity for war propaganda in a democracy. Prerequisite: junior standing.

501, 500, 502. Independent Study.

603-604. Tutorial.

Psychology

The scientific study of behavior: origins and development, learning, memory and cognition, social influences, physiological factors, individual differences, personality, adjustment and maladjustment. Basic theories applied to exceptional children, industry and organizations, counseling, education and assessment. Application to graduate study in the field or to any career to which an understanding of human thought and behavior is central.

Major Requirements:

12 courses in psychology including the tutorial. All majors must complete Psychology 101, 215, 220, and 302. Four courses must be taken from the following: 222, 224, 231, 232, 233, 241, and 252.

Interdepartmental Major Requirements:

8 courses in psychology exclusive of the tutorial. Interdepartmental majors must complete Psychology 101, 215, 220, and three from the following: 222, 224, 231, 232, 233, 241, 252.

Minor Requirements:

6 courses in psychology. All minors must complete Psychology 101, 215, 220, and two from the following: 222, 224, 231, 232, 233, 241, 252.

Courses

101. General Psychology.

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also *Black Studies*.)

215. Foundations of Behavioral Research.

This course will examine the scientific method employed by psychologists. Topics to be reviewed include sampling, validity and reliability, experimentation, and field research. Students will also conduct laboratory assignments on areas within learning, cognition, and social psychology. Prerequisite: Psychology 101. 1 1/2 course units.

220. Statistics and Research Design.

This course is designed to introduce students to an essential research tool. Topics to be included are frequency distributions, indices of central tendency, variability and various inferential statistics, including nonparametric techniques. This course will also examine research design procedures with an emphasis on analysis of variance. Prerequisites: Psychology 101 and completion of the College-wide mathematics proficiency requirement.

222. Learning, Memory, and Cognition.

An overview of empirical research and theories concerned with instrumental learning, classical conditioning, verbal learning, attention, memory, transfer, problem solving, and thinking. Prerequisite: Psychology 101.

224. Motivation.

A survey of the concepts and data related to the arousal and direction of behavior. Prerequisite: Psychology 101.

231. Social Psychology.

A survey of human and animal behavior in a social context. Prerequisite: Psychology 101.

232. Personality.

A survey of modern research literature on complex individual differences to illustrate concepts, types of problems and methods, and their relevance to extant theories of personality. Prerequisite: Psychology 101.

233. Abnormal Behavior.

A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation, and of procedures for the diagnosis and modification of disturbed behavior. Prerequisite: Psychology 101.

241. Psychobiology.

An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: Psychology 101.

252. Principles of Child Development.

The course is a general introduction to theories and methods of developmental psychology. The course covers patterns and possible mechanisms of behavioral

development from conception through adolescence. Discussion of research techniques is supplemented by observation in local child study laboratories and child care centers. Prerequisite: Psychology 101.

302. Junior Seminar.

Studies of contemporary psychological research literature. Course varies from year to year. Local resource persons and research facilities utilized. Major emphasis on preparation of plans for tutorial research. Instruction in writing.

305. Exceptional Child.

A developmental approach is taken to the study of exceptional children. Theories of normal development provide a framework for special development. Diagnosis and assessment procedures are evaluated. Exceptional children include those with physical and/or learning disabilities, those who are mentally retarded or gifted, as well as those with emotional or behavioral difficulties. This course will include one-half day per week field experience. Prerequisites: Psychology 101 and one of the following: Psychology 252, Education 213, Education 215 or permission of the instructor(s).

310. Industrial Psychology.

The course examines psychological principles and methods as they apply to industry and organizations. Topics to be included are personnel selection, performance assessment, development and training, attitudes and motivation, and human factors. Prerequisites: Psychology 101 and 215.

315. Practicum in Psychology.

Interviewing, listening, and counseling skills are discussed and practiced. Major approaches to the evaluation and modification of behavior are examined, as are methods of enhancing life and work experiences. In addition to class time, students will spend one-half day per week

in human services agencies. Prerequisites: Psychology 101, 233 or permission of the department.

320. Educational Psychology.

The course presents a developmental approach to educational psychology and integrates theoretical and practical issues. The effects of development on behavior, the nature of learning and motivation, individual differences, and the social psychology of the classroom are discussed. The application of this knowledge to educational problems is emphasized. Prerequisites: Psychology 101 and Education 102.

325. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Prerequisites: Psychology 101 and 220 or permission of instructor.

350. History and Systems of Psychology.

The history of psychology from its early philosophical forebearers through its development in the schools of the late nineteenth and early twentieth centuries to its present stage of theoretical development. Prerequisite: Psychology 101 and junior status.

501, 500, 502. Independent Study.

503, 504, 505. Individual Research.

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones. Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: Psychology 101, 215, 220, and permission of the instructor.

603-604. Tutorial.

Human Services Administration

Interdisciplinary curriculum with core courses in sociology, ethnic and minority relations, psychology, statistics, and management. Advanced concentration in Early Childhood, Social Services, or Gerontology.

Major Requirements:

15 courses including Human Services Administration 101, 202, 235, 301-302, 350, Psychology 101, 215, 220, 315, and the tutorial. Within the Human Services Administration major, there are three concentrations: Early Childhood, Social Services, and Gerontology. The student must complete three courses in one of the three concentrations:

Early Childhood: Psychology 252, 305, 320, Education 213, 215.

Social Services: Human Services Administration 231, 234, 248 or History 263, Psychology 231, 233.

Gerontology: Human Services Administration 212, 250 and 309, Biology 153, 222, Philosophy 200.

Courses

101. Introduction to Social Behavior.

The goal of the course is to introduce the student to basic sociological concepts and methods, including socialization, groups, social institutions, collective behavior, and social change. Emphasis also will be placed on conceptual and methodological tools necessary for the scientific analysis of human interaction and on society's fulfillment of human needs through health, education, and social welfare systems.

202. Social Policy and Planning.

The goal of this course is to trace the emergence of social welfare programs in the United States and the social, economic, political, and philosophic variables which have affected their development. The current status of social policies and programs will be examined, as will implications for the future. Prerequisite: Human Services Administration 101.

212. Introduction to Gerontology.

The aim of this course is to guide the student through a systematic examination and assessment of the relative impact of biological, social, psychological, political, economic, and other institutional and non-institutional forces on the aging process. Prerequisite: Human Services Administration 101 or permission of the instructor.

231. Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies. Prerequisite: Human Services Administration 101 or permission of instructor.

234. Social Work and Social Welfare.

This course examines social work and social welfare in the U.S. Particular attention will be given to the historical and analytical basis of the methods used by social workers to deal with social problems, to the dilemmas which result from the organization of social welfare agencies, and to the history and critical analysis of social welfare policies. Prerequisite: Human Services Administration 101 or permission of the instructor.

235. Ethnic and Minority Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies.

Comparative contexts of struggle over symbolic, political, and economic interests. Prerequisite: Human Services Administration 101.

240. Comparative Human Services Systems.

The class will interlace readings and analysis with visits to human service agencies and planning and policy-making institutions in Europe. Students will observe and speak with a variety of practitioners in a number of settings. Prerequisites: Human Services Administration 101, 212, 234, and permission of instructor.

248. Marriage and the Family.

This course analyzes marriage and the family in American society: historical development; contemporary economic and cultural pressures on each; and the impact that social class has upon the nature of family life. The course also will contrast the American family with examples of marriage and family life from selected other cultures and subcultures.

250. Death and Dying.

This course explores the sociological structure of categories pertaining to death including old age and illness. It will focus on the phenomenon of death as understood or not understood by family members, physicians, nurses, and the dying themselves. Prerequisite: Human Services Administration 101.

301. Management Module I.

This module will focus on the following: organizational structure of human service agencies' program development and evaluation, financial planning, marketing, and personnel practices. Prerequisites: Human Services Administration 101, 202, Psychology 101.

302. Management Module II.

A continuation of 301.

309. Aging and Social Policy.

The goal of this course is to identify and analyze existing policies on aging, both nationally and internationally. Current issues in social policy for the aged and future trends will be examined. Prerequisites: Human Services Administration 101, 202, and 212.

350. Field Placement.

The field placement experience provides students with an opportunity to apply skills and theoretical concepts learned from the curriculum to the actual day-to-day operational processes in community agencies. Each student is expected to complete a minimum of 140 hours in the placement during the semester. Prerequisite: junior status or permission of the instructor. Required of all Human Services Administration majors.

500, 501, 502. Independent Study.**603-604. Tutorial.****Theatre**

See Fine and Performing Arts, p. 72.

Minor in Writing

The minor in writing gathers courses from several departments in order to offer students a variety of approaches to many aspects of writing. Although each student will be able to tailor the minor to her particular interests, those interests would seem to fall into one of three broad areas: some students will elect the minor as a step towards careers in professional writing (*e.g.*, journalism); some will elect the minor as a supplement to a major, preparing themselves for general or specific goals in their careers (*e.g.*, business or technical writing); and some will elect the minor in order to prepare for specific graduate training in the field.

Applicable to the minor are courses in both the practice of writing (Group A) and also the theory of verbal communication (Group B). Students choosing the minor will select from among the courses with the advice of a member of the English Department, who will outline with the student the plan of course work which meets her particular curricular needs. All students must earn a *B* or higher in English 103 (Expository Writing II), or its equivalent, as a prerequisite for declaring the minor. Each student will enroll in one course from each of the two groups and in four electives selected from either group. One of the electives may be an internship.

Group A

Communication 251. News and Feature Writing.

Communication 260. Writing for Public Relations.

Communication 294. Writing for Audio-Visual Productions.

English 243. Imaginative Writing I.

English 244. Imaginative Writing II.

Modern Languages 205. Grammar and Composition (French, German, Russian, Spanish).

Group B

Communication 202. Communication Systems and Theories.

Modern Languages 120. Comparative Languages.

Pittsburgh Ballet Theatre Cooperative Program

Under the direction of world-renowned dancer and teacher Patricia Wilde, the Pittsburgh Ballet Theatre School provides training in classical ballet, modern dance, and jazz. Affiliated with the Pittsburgh Ballet Theatre, one of the six major professional ballet companies in the country, the School and Chatham operate a cooperative program whereby a student may combine professional training in dance with a liberal arts education. Students take a regular academic program at Chatham, including a major within the College curriculum; each semester, one of the student's four courses is her dance class at the Pittsburgh Ballet Theatre School.

Applicants for this program should follow the usual admission procedure for Chatham College, indicating at the time of their application that they wish to be considered for the cooperative dance program. Applicants also must audition for and be accepted to the Pittsburgh Ballet Theatre School; auditions must be arranged in advance. Further information is available from the Chatham Office of Admissions.





Admissions and Financial Information

Chatham College is a community of highly motivated and capable women. Applicants for admission must meet the challenges of life and study at Chatham; they must be enthusiastic about learning and enthusiastic about participation in a vibrant, interactive learning process. They must be prepared to take increasing responsibility for their own education and lives. To that end, Chatham admits applicants who show strong evidence of these qualities. The Chatham student body is diverse, and the College seeks to enroll students with a wide range of interests, talents, and experiences from a variety of cultural, geographic, racial, religious, and socio-economic backgrounds. The College looks for evidence of character, originality, and maturity, as well as sound academic training and motivation.

Because Chatham College offers an individualized education, the Committee on Admissions and Financial Aid looks at each applicant as an individual. If a prospective student's credentials do not fit precisely the guidelines listed below or if her special circumstances alter a standard situation, she nevertheless is encouraged to apply for admission. Likewise, those students who are qualified for admission but may hesitate to apply because of financial need are encouraged to read carefully the following *Catalogue* section on financial aid. In every instance, prospective students are encouraged to contact the College directly for guidance and advice about their individual circumstances.

Admissions Procedures for Freshmen

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions together with a non-refundable processing fee of \$15. The application check should be made payable to Chatham College, and a fee waiver may be requested by submitting a written statement supported by the high school counselor. The Chatham application for admission requests standard information about the prospective student's preparation and interests; in addition, it requires a short essay, which the Committee on Admissions uses to assess the student's potential to think and write carefully.

Additional Credentials

Prospective students are encouraged to file their application for admission as early as possible in the academic year, but they also should request that required additional supporting materials be sent to the College. Those materials include

- a) official high school transcript(s);
- b) SAT or ACT scores, either as recorded on the high school transcript or as submitted by the respective testing agency;
- c) a counselor recommendation and two academic teacher recommendations, including an English teacher recommendation; and
- d) any explanatory or additional material which the student wishes to include to strengthen her application.

An application for admission is completed when the College has received the Chatham application for admission with essay, the \$15 processing fee or fee waiver, the high school transcript(s), the SAT or ACT scores, and the three recommendation forms. The Office of Admissions will notify the student of outstanding credentials, should there be a delay in receipt of same.

Admissions Deadlines

Chatham operates on a rolling admissions policy, which means that applications are reviewed by the Committee on Admissions and Financial Aid as soon as they are filed and credentials are completed. Rolling admissions means that to some degree the prospective student may

establish her own schedule for college investigation, but early application is encouraged. For fall admission, the student should apply by April 1; for spring admission, December 1 is the normal application deadline. All accepted applicants must notify the Committee on Admissions of their enrollment decision by May 1 for fall admission and by January 15 for spring admission. If a student cannot meet normal application or enrollment deadlines, she should request an extension from the Office of Admissions. Financial aid application deadlines are separate from admissions application deadlines, as are the admissions and financial aid processes: a student is admitted to Chatham on her academic merits, apart from financial consideration.

Secondary School Program

Preparation for entrance to Chatham presumes that candidates for admission have followed a rigorous college preparatory secondary program, including four years of English, three years of mathematics (including Algebra I and II and Geometry), three years of physical science (including two years of laboratory science), three years of social studies and history, and at least two years of a foreign language. Students who elect to fulfill more than the minimum requirements or who avail themselves of honors, Advanced Placement, or other enrichment programs are considered to have stronger credentials for admission to Chatham. The Committee on Admissions, however, recognizes that high school curricula vary greatly and therefore will seriously consider an able candidate whose preparation differs slightly from this outline.

Standardized Tests

The College requires that prospective students submit either SAT or ACT scores as part of the application process, but in no instance is a student offered or denied admission on the basis of scores alone. The Committee on Admissions considers scores to be one piece of academic evidence and evaluates such scores as part of the student's total record of achievement. The SAT or ACT tests should be taken in the student's junior year or through January of her senior year; it is the student's responsibility to see that the scores are forwarded to Chatham, either through the testing service or through her high school counselor.

Campus Visits

Prospective students and their parents are strongly encouraged to visit the Chatham campus to assess educational facilities, atmosphere, and programs; during their visits, they also are encouraged to meet with faculty, visit classes, and talk with current students. No publication or

admissions representative can be an adequate substitute for the student's own sense of the College. Although prospective students and their parents are welcome at any time, six Campus Visiting Days have been set aside during the fall and spring semesters. These Sunday-Monday programs provide an opportunity to attend classes, meet Chatham students and faculty, and explore the campus. Individuals who wish to visit Chatham should contact the Office of Admissions in advance to confirm arrangements. Meetings with members of the faculty or staff also can be scheduled upon request, as can campus tours and requests for overnight accommodations for prospective students. The Office of Admissions is open weekdays from 9:00 a.m. until 5:00 p.m.; weekend and holiday period appointments are available when scheduled in advance. The Admissions telephone number is 412-365-1290.

A prospective student is not required to interview with a member of the Admissions staff, but such a meeting is strongly encouraged for mutual benefit. If a student is unable to visit campus, the Office of Admissions will make arrangements for her to talk with a Chatham alumna or Admissions representative in her local area.

Early Entrance

Chatham believes that most students profit from four years in secondary school. Occasionally, however, able and mature students who will have finished three years of high school and who have valid reasons for wanting to accelerate may apply for early entrance to Chatham. These candidates should have the support of their parents, teachers, and counselor; additionally, the College requires written confirmation from the secondary school of any concurrent credit or fulfillment of graduation requirements. In addition to the regular admissions procedure for freshmen outlined above, a prospective early entrant must interview with a member of the Admissions staff, a faculty member, and a current Chatham student.

Deferred Entrance

Occasionally a student will wish to defer entrance to college following her graduation from secondary school; Chatham supports such purposeful deferment in order to work, travel, pursue independent study, or clarify goals and interests. A student who wishes to defer entrance should follow the regular admissions procedure for freshmen outlined above. If she is accepted for admission, she then should request in writing an entrance deferment from the Dean of Admissions. That deferment granted, as is normal, the student is encouraged to make an advance deposit of \$150, which will be applied to her first semester at

Chatham and which will reserve her space for the following semester or year. Students on deferred entrance also are encouraged to communicate their progress with the Office of Admissions during the time of their deferment.

Advanced Placement Credit

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores of 3, 4, or 5. Scores of 1 or 2 do not qualify a student for credit or placement at Chatham.

Admissions Procedures for Transfer Students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior and community college students. Approximately twenty percent of Chatham women are transfer students. A transfer student's college record should demonstrate above-average achievement. While the high school record is considered, greater emphasis is placed on performance at the college level.

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions together with a non-refundable processing fee of \$15. The application should be filed by June 1 for fall admission or by December 1 for spring admission, although these deadlines can be extended upon request. In addition to the application forms and essay, required application materials include:

- a) official high school and college/university transcripts from all former institutions attended, including a final transcript prior to her entrance;
- b) SAT or ACT scores;
- c) two teacher or one counselor and one teacher recommendations, preferably from instructors or advisers from the preceding college attended; and
- d) a copy of the catalogue or catalogues of the college or colleges previously attended, indicating courses taken.

If possible, the prospective transfer student should plan to visit Chatham and meet with both a member of the Admissions staff and also with a faculty member in her major academic area of interest. Such a visit becomes particularly important for upperclass transfers, who will need an assessment of major credit earned elsewhere.

Evaluation of Transfer Credit

Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition for which she has earned a passing grade. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with an indication of her class standing; a final evaluation is made by the Chatham Registrar prior to registration.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they first should be converted to semester hours by multiplying them by 2/3. All transfer students are assigned faculty advisers, who will help them to clarify Chatham graduation requirements in their particular circumstances. Transfer students must be enrolled at Chatham for a minimum of three long terms and successfully complete 14 course units for graduation.

Applicants from non-accredited or newly-founded institutions not yet fully accredited should submit results from the College-Level Examination Program (CLEP). Information about the CLEP program, test center locations, and costs may be obtained by writing to the College-Level Examination Program, Box 1822, Princeton, New Jersey 08541. A student should take both the General Examination and also one or more of the Subject Examinations as determined in advance with the Chatham Registrar. The examination results, along with the applicant's high school and college records, will be considered by the Committee on Admissions.

Admissions Procedures for Visiting Students

Chatham welcomes visiting students from other colleges and universities for one term, an Interim, or a full year. The student should be in good academic standing at her own institution and should have written approval from the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. All inquiries should be directed to the Office of Admissions.

Admissions Procedures for Special Students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined for freshmen or for Gateway students. Those students with advanced standing at another accredited institution of higher education should request that the college or colleges previously attended send an official transcript directly to the Chatham Office of Admissions.

Admissions Procedures for High School Guest Students

Chatham invites serious high school students who seek the additional challenge of college-level work while still in high school to participate in the High School Guest Program as part-time guest students. Students or secondary counselors should contact the Office of Admissions for detailed information and application procedures.

Admissions Procedures for International Students

Chatham welcomes students from other countries, who follow the same application procedures as students residing in the United States. Competence in use of the English language is a condition for admission; international applicants thus are required to submit results of the Test of English as a Foreign Language (TOEFL) as well as other academic credentials. International students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll or no later than June 15 for spring admission, although later deadlines are possible in individual cases.

If an international student is accepted for admission and confirms in writing her intention to enroll, the Office of Admissions will issue a Form 1-20-AB, required by the United States government for issuance of a student (F-1) visa. The Form 1-20-AB must be accompanied by formal documentation from the student and her family showing adequate financial resources to meet the educational costs. More specific information is available from the International Student Adviser, Office of Admissions.

Readmission to Chatham

Students who formally withdraw from the College, as opposed to those who receive formal Leaves of Absence, are readmitted under the same procedure described above for transfer students. Students are required to reapply for admission if during the previous twelve months they have not been formally registered at Chatham, have not been on formal Leaves of Absence, or have not officially withdrawn from Chatham.

Students who wish to be readmitted also should arrange for an interview with the Vice President or Assistant Vice President for Academic Affairs. Completed applications and a \$15 non-refundable processing fee should be sent to the Office of Admissions no later than January 2 for the spring term or June 1 for the fall term.

The Gateway Program

The first of the Pittsburgh area institutions to make a serious commitment to adult students through the creation of the Gateway Program, Chatham welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted the college experience in order to raise families or begin careers; to women who already have a college degree but desire further personal enrichment; to women who wish to enter the teaching profession by receiving state certification; to women who would like to prepare for graduate school; and to women seeking a second degree to provide the knowledge needed to enter a new field or to develop themselves more fully in their present field.

To date, the Gateway Program has graduated over 300 women who have begun exciting careers, enriching their lives and the lives of those around them. These women recognize that intellectual growth continues through adulthood and that continuing their education fosters that growth. Gateway women have distinguished themselves in the academic and extra-curricular life of the College. The Gateway Program has enriched the educational experience of all of the College's students by allowing an exchange of ideas and perspectives among students of different generations, thus adding another diversity to this diverse community.

Although Gateway students share in all of the educational resources of the College community, they enjoy the additional support of the Gateway office staff who offer personal counseling, the emotional support of other women students in similar situations, and the social activities sponsored by the Gateway Student Association. Each applicant is considered on an individual basis so that her goals, qualifications, and personal circumstances can be given special attention.

Admissions Procedures for Gateway Students

The Gateway Program is open to women who have been out of high school for seven years or more. Women may enroll as degree, non-

degree, second-degree, or teacher certification students and may carry a full- or part-time course load.

Applicants are required to

1. Complete an application form and brief autobiographical essay.
2. Pay an application fee of \$15.
3. Arrange a personal interview with a member of the Gateway Program staff. A degree candidate also must interview with a faculty member.
4. Submit any appropriate transcripts, letters of recommendation, or other relevant materials.

A Gateway Program applicant also is advised to read closely those sections of the *Catalogue* on the College Level Examination Program (CLEP) and Experiential Learning Credit (**Academic Options and Resources**, p. 27) since these programs frequently are applicable to a Gateway student's prior experience.

If a Gateway woman enters Chatham as a non-degree student, she must achieve a minimum C average to continue her studies for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If the student is accepted as a degree candidate, all the credits earned at Chatham apply toward that degree, and the regulations which govern degree students become effective.

Gateway students who are not receiving tuition assistance from corporations or from external institutional sources are eligible for a one-half tuition scholarship for the first seven courses, charged on a per-unit basis; additional courses and the final nine courses in fulfillment of degree requirements are charged at full tuition. Gateway degree candidates are eligible to apply for financial aid following the procedures outlined in the *Catalogue* section on Financial Aid.

Financial Aid

Financing an education is a partnership between the family and the College, an agreement that both parties commit their resources to the student's future. Chatham has available an excellent program of financial aid, and over 65 percent of Chatham students annually receive some

form of assistance. Most aid is need-based, that need determined by a national uniform methodology which determines the amount of expected family contribution. The difference between the cost of education and the expected family contribution is the sum which the student will be awarded in aid. The awards are usually a combination of grants, loans, and employment. A student must reapply each year for financial aid. Financial assistance can be expected each academic year as long as the student maintains satisfactory progress and a determined financial need continues.

Application Procedures

Applicants for financial aid must submit the following financial information:

1. Financial Aid Form (FAF), obtained from the high school counselor or from the Chatham Financial Aid Office and filed with the College Scholarship Service;
2. application for a state grant;
3. Chatham Financial Aid Application;
4. a copy of the family's most recently filed IRS 1040 form (all schedules);
5. the student's most recently filed IRS 1040 form, if applicable;
6. Verification Form; and
7. any supporting documentation determined in consultation with the Chatham Director of Financial Aid.

Freshman applicants should file the described forms at the same time they submit their Chatham applications for admission. Transfer students also must submit Financial Aid Transcripts from any post-secondary institutions previously attended. Any family having two or more dependent children in college for an academic year also will be required to submit enrollment verification for the student(s) not attending Chatham.

Chatham-Administered Aid

Chatham Grants. Funds from Chatham sources; based on financial need; do not require repayment.

Supplemental Educational Opportunity Grant (SEOG). Federal funds administered through Chatham to limited number of exceptionally needy students; must be enrolled at least half-time in good academic standing.

Carl D. Perkins Direct Student Loan Fund (CDPDSL). Federal loans administered by Chatham, usually awarded in combination with grants and employment. Legal obligation for repayment, five percent interest; repayment begins six months after graduation or when the student ceases to be enrolled at least half-time.

College Work-Study. Federal funds used to employ students in various jobs on campus. Employment based on need; usually to incomes under \$30,000.

Chatham Jobs. Limited institutional funds used to employ students in various jobs on campus. Employment based on need; usually to incomes over \$30,000.

Guaranteed Employment. Institutional funds used to employ students in various jobs on campus. Employment limited to first-time, traditional-aged freshmen who have applied for financial aid and have been determined to have no need.

Outside Sources of Aid

Pell Grants. Administered by federal government; restricted to undergraduate students with proven financial need. Applications are available through high school counselor or through the Chatham Financial Aid Office.

State Grants. Residents of Connecticut, Maryland, Massachusetts, Pennsylvania, Rhode Island, Ohio, Vermont, West Virginia, and Delaware must apply for state scholarships if they are requesting financial aid from Chatham. These grants are administered by the financial aid agency in each state; applications are available from high school counselors or from the appropriate state agency.

Guaranteed Student Loans (GSL). Low-interest, long-term loan program for students enrolled at least half-time. Freshmen and sophomores may borrow a total of \$2625 per year, juniors and

seniors a total of \$4000 per year to an aggregate total of \$17,250 for the undergraduate degree. Funds based on need; repayment and interest charges begin six months after graduation or cessation of at least half-time enrollment.

Parents' Loan for Undergraduates (PLUS). Loans to parents of undergraduate students and to independent students. Interest rate 10.03 percent; repayment begins 60 days after disbursement. Not based on need.

Pennsylvania Higher Education Assistance Agency (PHEAA) Help Loan. Supplemental Loan to total \$10,000 annually. Interest rate significantly lower than loans through other sources. Help Loans are available to out-of-state students attending approved Pennsylvania colleges and universities.

Scholars in Education. Scholarship program for students planning to enter secondary teaching positions in mathematics and science; sponsored by the Pennsylvania Higher Education Assistance Agency. Further information available from high school guidance counselors and Chatham's Financial Aid Office.

Chatham Scholarships

Divisional Scholarships. Limited to first-time, full-time, traditional-aged freshmen, Chatham Divisional Scholarships are granted exclusive of financial need. Highly competitive, these awards are designed to reward superior past achievement and future promise. Twelve scholarships, four in each College division (Sciences, Social Sciences, Humanities and Fine Arts), will be awarded by the faculty based on a student's secondary record and on-campus interviews. Divisional scholars receive half-cost awards renewable for four years, dependent upon satisfactory academic progress as determined by the Committee on Academic Standing. All candidates for divisional scholarships are required first to apply for admission to Chatham, submitting application forms, SAT or ACT scores, transcript, and recommendations prior to the on-campus interviews.

Minna Kaufmann Ruud Performing Arts Scholarships. Several scholarships available each year to students with outstanding vocal or instrumental talent, regardless of financial need, who wish to com-

bine serious musical training with a Chatham liberal arts education. Awards based on an on-campus audition and renewable each year upon audition; further information and an audition appointment available from the Office of Admissions.

Chatham Gift and Endowed Scholarships. A number of scholarships are available to Chatham students through the generosity of individuals, groups, and foundations. These funds are awarded on the basis of financial need.

Financial Procedures

Charges and Expenses

All the fees which a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources thus must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so. Parents and students also are encouraged to contact the Business Office directly with any questions they might have about financial procedures or payments. Tuition may be paid in installments. See page 126 for details.

Charges for Full-Time and Part-time Students

To be considered as a full-time student for purposes of determining charges and eligibility for financial aid, a student must be enrolled for at least 3.5 units in the fall semester and 3.5 units for the combined interim-spring semesters. If she takes fewer than 3.5 units, she is defined as part-time.

Full-time Students

Resident students

Charges for the year:

Tuition	\$7,900
Room and board	3,600
Student activities fee.....	<u>100</u>
	\$11,600

Payable:

By May 1 for new students;

by April 20 for returning

students \$150

On or before August 1 5,700

(Plus the \$50 refundable deposit required of newly-
registered students)On or before January 15..... 5,750

\$11,600

Commuting students

Charges for the year:

Tuition \$7,900

Student activities fee..... 100

\$8,000

Payable:

By May 1 for new students;

by April 20 for returning

students \$75

On or before August 1 3,975

(plus the \$50 refundable deposit required of newly-
registered students)On or before January 15..... 3,950

\$8,000

Part-time Students

Tuition \$940 per course unit

Payable:

On or before August 1 (fall term)

On or before January 15 (spring term)

If more than one course unit will be taken, the balance of charges is due
on or before registration each term.The College reserves the right to alter charges and expenses in accor-
dance with whatever economic changes might occur.**Interim Course Fees**For regular full-time students who take an Interim course on campus,
there are no additional tuition, room, or board charges if they are regis-
tered for at least 2.5 units in the spring. Some Interim courses may
involve extra expenses for special supplies or for travel.

If a student chooses to withdraw after Interim, she will be billed the per unit rate for tuition, and room and board will be prorated based on a 19-week semester (4 weeks Interim plus 15 weeks spring).

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived; however, a \$425 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required. In the absence of any exchange agreement, visiting students will be charged \$940 per course and, if they wish to live on campus, \$425 for room and board.

Other Fees

Application for admission\$15

The application fee is not refundable and is not credited on any College bill.

Deposit\$50

Newly-registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded upon graduation or withdrawal.

Late registration fee\$15

Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.

Student activities fee\$100

This fee entitles each student to all student publications; admission to college social events, student-sponsored concerts and lectures; and membership in the Chatham Recreation Association and Chatham Student Government. The fee was established at the request of the Chatham Student Government and is collected from both residents and commuters.

Overload fee\$940 per course unit

The standard tuition policy enables a student to register for a sufficient number of courses to meet graduation requirements in eight terms and four Interims. Students are assessed an overload fee of \$940 per

course unit when they are registered for more than the normal academic load in a single academic year. For students who entered Chatham *prior* to September 1984, the overload policy applies to only those units over the usual 9 (or over 5 units when a single term and the Interim are attended during a given academic year), based upon the former graduation requirement of 34 units. For students who entered Chatham *since* September 1984, the overload policy applies to those units over 9.5 per academic year, based on the current graduation requirement of 36 units.

However, because the College wishes to encourage intellectual curiosity, it will cancel the fee of overload units that are not used to fulfill graduation requirements. To request this cancellation, a student has the option to sign a voucher promising to pay the overload fee at the time of graduation, at the rate prevailing at that time, if the overload unit(s) are used to fulfill graduation requirements. If the overload is not for this reason, the fee is cancelled. If this option is not chosen, the fee must be paid at the time it is assessed. In the case of an overload preceding a withdrawal or leave of absence, the fee must be paid at the time of withdrawal or leave. This is the case even if one of the above mentioned vouchers had previously been signed. No overload charges will be covered by financial aid.

Course units earned through Advanced Placement, summer study, and other approved non-Chatham programs are excluded from the overload fee requirement.

Senior *in absentia* fee \$940

When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year *in absentia*, she will be charged a \$940 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Applied art fee \$40 per course unit

Students enrolled in the Visual Arts Program's ceramics and two- and three-dimensional studio courses pay this fee to help to defray the cost of materials and supplies.

Infirmary fee \$10 per day

The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at \$6 per day. The student

must pay for medicine and for part of the college physician's charges (\$5 per visit). The College bills the student for medical charges. (See **Health Services**, p. 39.)

Audit fee\$25

Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at the time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.

Photography laboratory fee\$40

The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.

Applied music fee \$170 per course unit

The applied music fee is charged each term for a one-hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (one-half course unit) is \$85. Students majoring in music may take four course units of applied music at the rate of one per term without charge in the junior and senior years.

Study Abroad application fee:

Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.

Term or year program\$15

Summer study program\$15

Payment of Expenses

Statements of account are mailed to parents or guardians of students and students by the 5th of each month. The statement will show all college charges and credits for the academic year. Payment is due by the 12th of each month unless an exception has been granted, in writing, by the Business Office. Checks should be made payable to Chatham College and addressed to Woodland Road, Pittsburgh, Pennsylvania 15232, Attention: Business Office.

If a student fails to make a satisfactory plan for payment of her account or fails to make satisfactory payments on the plan selected, the College reserves the right to:

- withdraw all charging privileges
- withhold grades
- withhold transcripts of her college work

- withhold statement of transfer in good standing
- cancel dining hall privileges
- request that a student vacate her residence hall room
- cancel the student's registration at the College
- withhold receipt of the degree
- withhold participation in graduation ceremonies.

When a student is notified that any of the above sanctions has been placed against her, she will have ten (10) days in which to appeal the decision to the Treasurer of the College.

Required Advance Deposit

All returning students must pay a \$150 advance deposit by April 20 of each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements will be assessed one-half the annual charges.

Installment Payment Plans

Some parents or students may prefer to pay tuition and fees in monthly installments during the year, a convenience available through the College or through various tuition payment plans. One option involves payment of the net annual charges in monthly installments through E.F.I. Fund Management, Academic Management Services, or Knight Tuition Payment Plan. Outside agencies which serve as the College's representative in administering payments are all highly reputable. More detailed information is available from the Business Office upon request. Another option is to pay each term's charges in monthly installments directly to the College: September 12 through December 12 for the fall term, February 12 through May 12 for the spring term. Again, more detailed information is available from the Business Office upon request.

Insurance for Off-campus Programs

The College is not responsible for any claims resulting from a student's participation in any off-campus program. Students and their parents should review their insurance coverage before enrolling in any such program.

Student Health and Accident Insurance

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance; information may be obtained in the Business Office. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable; however, the student must provide written proof of alternative coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Business Office. Cost of this insurance plan is subject to change.

If a student does not purchase health and accident insurance through the College and is not covered by an alternate insurance plan, she must sign a waiver exempting Chatham College from any responsibility for expenses relating to any medical problem which occurs while the student is enrolled in Chatham. If the student does not have proof of health and accident insurance and does not sign a waiver, she will not be permitted to register for classes. A student wishing to apply for student insurance through the College may do so at the beginning of the term through the Business Office.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes but before the conclusion of the second week of the term will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notifies the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50 percent of tuition, room and board, and fees will be charged.

When payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. When payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception after the first four weeks of classes. No refunds will be distributed until after the drop/add period is completed. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Business Office.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Assistant Vice President for Academic Affairs or the Director of Counseling receives her completed notice of withdrawal. Withdrawal for refund purposes also is defined as encompassing Leaves of Absence and Junior Year Abroad programs. The College will not refund a student's initial \$50 deposit until she formally has completed the notification of withdrawal. When withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Affairs received written notification of the student's intent to live off-campus, subject to the approval of that request to live off-campus.



General Information

Buildings and Facilities

Academic Buildings and Facilities

Braun Hall of Administration (1953) was named in honor of Arthur E. Braun, chairman of the Board of Trustees for 50 years. Adjoining Falk Hall, Braun contains the Business Office, Gateway Program Office, Personnel Office, President's Office, Public Affairs Office, Office of Academic Affairs, the Braun Conference Room, and faculty offices. On the lower floor is the *Media Center* with two regular and one graphic arts darkrooms, slide editing room, video editing room, television studio, and writing laboratory. Media Center equipment includes VHS 1/2" color equipment, video editing equipment, studio lighting, Apple Macintosh computers with graphic capabilities, and a full range of graphic art, photographic, projection, audio, and media production equipment.

Louise C. Buhl Hall of Science (1930) was erected in honor of Mrs. Henry Buhl, Jr., who together with her husband promoted higher education programs for women. Buhl contains individual,

specialized research spaces; modern laboratories and classrooms; a climate-controlled instrument laboratory; hot and cold biology rooms; computer facilities and equipment; such modern instruments as NMR, IR and UV-Visible spectrophotometers, GCs, X-ray diffractometer, and color microvideo and video demonstration system; the Wallace Lecture Hall; and the Rachel Carson (Class of 1929) Memorial Seminar Room. A greenhouse is adjacent to Buhl.

Campbell Memorial Chapel (1950) was refurbished and rededicated in 1984 to the memory of Mary Campbell Eckhardt, Class of 1943, and of her father, Robert Davis Campbell, former member of the Board of Trustees. The large auditorium with performance acoustics seats 750 and contains a completely rebuilt four-keyboard Möller organ, considered to be one of the finest such instruments in the country. On the ground floor of the chapel are Department of Music faculty offices, music theory and seminar rooms, practice rooms, and the music library.

Coolidge Hall of Humanities (1953), adjacent to Falk Hall, was named in memory of Cora Helen Coolidge, Dean of Education and Professor of English from

1906 to 1917 and President of the College from 1922 to 1933. The building contains classrooms and faculty offices.

Edward Danforth Eddy Theatre (1974), adjacent to the Jennie King Mellon Library, is named in honor of the President of the College from 1960 to 1977. The 285-seat tiered auditorium has a large thrust stage and full audio-visual equipment.

Falk Hall of Social Studies (1953) adjoins Braun and Coolidge Halls and was named in memory of Laura Falk, Pittsburgh benefactor and humanitarian. It contains the Registrar's Office, Central Services, Faculty Lounge, Gateway Lounge, Day Students' Lounge, classrooms, faculty offices, and the studio of WYEP-FM, Pittsburgh community radio.

Physical Education Building (1952), built on the former McCargo property, contains a gymnasium, dance studio, and weight room; adjacent to the building are a hockey field, archery range, and the Lodge, reconstructed from the McCargo garage. Nearby are additional athletic facilities, including platform tennis courts, tennis courts, swimming pool, exercise room, and bowling alleys.

James Laughlin Music Center (1931) was donated in memory of the first President of the Board of Trustees and one of the founders of the College. Formerly the College Library, it now houses the *Center for Professional Development*, the Welker Room for musical performances, Department of Music faculty offices, practice rooms, and art exhibition space.

Jennie King Mellon Library (1973) was given in memory of Mrs. Richard B. Mellon, Class of 1887. A modern, temperature-controlled facility with a service-oriented professional staff, the Library contains over 125,000 volumes,

560 subscriptions to periodicals, open stacks, individual study carrels, seminar classrooms, and computerized search systems. Also housed in the Library is the College *Computer Center* with Digital Equipment (DEC) PDP 11/44 for academic- administrative computing and a fully-equipped computer lab and classroom. The classroom is furnished with an IBM-PC for each student desk and an IBM-XT projected onto a large screen for instruction. The lab has an assortment of IBM-PCs, Apple computers, an Altos 586 minicomputer, terminals linked to the DEC PDP 11/44 and advanced Hewlett-Packard workstations.

Woodland Hall (1909) contains in addition to its residence facilities the College *Art Studios*, Department of Art faculty offices, and the *PLAYroom*, a flexible theatre space with sound and light equipment.

Other Buildings and Facilities

Beatty Hall (1896) was named in memory one of the founders of the College, the Reverend William T. Beatty, and is currently occupied by the Pittsburgh Regional Library Center. Built by Mary Childs and William H. Rea, the first Rea family members to move to the Woodland Road area, the house was acquired by Chatham in 1947.

Gregg House (1909), 129 Woodland Road, has been the President's House since 1945 when it was given to the College by John R. Gregg's descendants.

Lindsay House (1910) was built as a home for the seventh president of the College, Henry Drennan Lindsay, and his family. The home of Chatham presidents through 1945, Lindsay now contains the Alumnae Relations Office, the Annual Fund Office, and facilities for overnight guests.

Andrew W. Mellon Center (1887) was built by George M. Laughlin and was home to Andrew W. Mellon, United States Secretary of the Treasury, from 1917 to 1937. Donated to the College in 1940 by his son Paul Mellon, it now houses the offices of *Admissions*, *Financial Aid*, *Dean of Student Affairs*, *Student Activities*, and *Counseling*. The bowling alleys and swimming pool added to the home by Andrew W. Mellon are in regular use. First-floor living areas are used for social events and meetings; student activities and administrative offices are located on the second and third floors. *Paul R. Anderson Dining Hall* (1971) is an addition to Mellon Center. It is named for Dr. Anderson, President of the College from 1945 to 1960. A snack bar is located on the lower level.

Mellon Carriage House was part of the original Andrew W. Mellon estate and now houses the *Post Office*, *Chatham Bookstore*, and *Physical Plant Office*.

Mary Acheson Spencer House (1953) was built by the College and named to honor a Chatham alumna of 1883 who was a member of the Board of Trustees for 50 years. It is the home of the Dean of Student Affairs.

Berry Hall (1895) was purchased by the College in 1962 and named in honor of George A. Berry, member of the first Board of Trustees. An example of the Charles Bulfinch style of architecture seen in Boston's Faneuil Hall, Berry Hall is a Georgian traditional design with symmetrical proportions. Berry houses 10 older students in efficiency units, five of which can accommodate a single parent with one child.

Residence Halls

Dilworth Hall (1959) was built by the College and named in honor of Joseph Dilworth, one of the founders of and a financial adviser to the College. A bequest from Dilworth, who died in 1885, began a fund to erect Dilworth Hall, a three-story, red brick building housing 66 students and containing two College apartments. The hall provides a living room, television room, study room with wood-burning fireplace, fully-equipped kitchen, and laundry facilities.

Fickes Hall (c.1927), owned by aluminum pioneer Edwin Fickes, was donated to the College in 1943; in 1946 the home was enlarged by a three-story structure which joined the original home and the carriage house. Fickes provides a living room, television room, study area, sun porch, patio, recreation area, and laundry facilities for its one hundred residents.

Marjory Rea Laughlin House (1913) was built by James Laughlin, president of the College's first Board of Trustees. Given to the College in 1967, Laughlin houses 31 students and is distinguished by its unconventional first-floor layout with side entrance, huge entrance hall area, and beautiful staircase. The student rooms upstairs progress in a maze-like fashion, and the home is appointed with leaded glass and wooden paneling throughout. Laughlin House provides a living room, television room, study area, patio, equipped kitchen, and laundry facilities.

Julia and James Rea House (1912) was built by James C. Rea and Julia Dodge Rea; it was donated to the College in the late 1960s. The 23-room brick home is modeled on a large English country house with its rich wooden paneling and many fireplaces. Rea House accommodates thirty students and provides a living room, dining room, television room, solarium, patio, kitchen, and laundry facilities.

Woodland Hall (1909), the largest residence hall on campus, is a four-story, red brick building; in 1930 a south wing was added and in 1952 a further addition created a U-shaped building which houses 125 students. Woodland provides a living room, television room, study rooms, and laundry facilities. It also houses the *College Infirmary*, *Campus Security Office*, *Art Studios*, and *PLAYroom*.

Endowments and Gifts

Library Endowments

The income from the following funds is used for the purchase of books:

- Class of 1956 Book Fund
- Class of 1957 Book Fund
- Cora H. Coolidge Fund
- Florence H. Davis Fund
- Ruth J. Law Fund
- J & H MacCloskey Fund
- Pitcairn-Crabbe Fund
- Helen B. Rauh Fund
- Mary E. Rieck Fund
- Mary Acheson Spencer Fund
- McNamara Fund

Other Library Funds

Other funds available for the purchase of books are given by:

- The Brooks Foundation
- The Frick Foundation
- The Obenauer Memorial
- The Chmura Memorial

Special Endowments

Professorships:

- Henry Hillman Fund for Political Science
- Buhl Fund for Humanities
- Gillespie Fund
- Irene Heinz Given Fund
- Mary Helen Marks Visiting Professor Fund

Other Endowments:

- Arthur E. Braun for Excellence Fund
- Class of 1904 Fund
- Maurice Falk Fund
- McGhee-Fleming Memorial Fund
- Gillespie Special Fund
- Heinz Fund
- Humanities Fund
- H. D. Lindsay Memorial Fund
- A. E. Mellon Fund
- Raizman Fund for Art
- Wherett Fund for Art
- Wherett Fund for Microfilm

Scholarships and Awards

The income from the following funds is used to provide scholarships:

- The Alumnae Scholarship Fund
- Mr. and Mrs. William G. Bechman Scholarship Fund
- Janet L. Brownlee Scholarship Fund
- Mary S. Campbell Scholarship Fund
- Robert D. Campbell Scholarship Fund
- Jane B. Clark Scholarship Fund
- Class of 1904 Scholarship Fund
- Class of 1945 Scholarship Fund
- Arthur Vining Davis Scholarship Fund
- Glenda Rich Debroff Memorial Scholarship Fund
- A. and J. Early Scholarship Fund
- Eberly Family Trust
- Helen H. Fairbanks Trust
- Edgar M. Foltin Travel Scholarship Fund
- Florence K. Frank Scholarship Fund
- Marion S. Hall Trust
- J. Alexander Hardy Scholarship Fund
- Hart Fund
- Hartley Scholarship Fund
- Paul and Alice Herman Scholarship Fund
- Edna McKee Houston Scholarship Fund
- J. Marietta Hunker Scholarship Fund
- E. W. Keister Scholarship Fund
- Franni Zimmerman Kline Scholarship Fund

Sidney Lipschutz Scholarship
 James H. McClelland Scholarship
 Fund
 John R. McCune Scholarship Fund
 Linda P. McGurk Scholarship Fund
 Louella P. Melay Scholarship Fund
 R. K. Mellon Scholarship Fund
 M. R. Robbins Miller Scholarship
 Fund
 Morrison Scholarship Fund
 Mary Hawes Nevin Scholarship Fund
 Dorothy B. Newell Scholarship Fund
 Nychis Scholarship Fund
 Helen Pelletreau Scholarship Fund
 William Holdship Rea Scholarship
 Fund
 Readers Digest Scholarship Fund
 Maria B. Satler Scholarship Fund
 Shalom Awards
 Lucy Williams Shujack Scholarship
 Fund
 M. A. Spencer Memorial Scholarship
 Fund
 Surdna Scholarship Fund
 Sutton Trust
 United States Steel Scholarship Fund
 Walters Scholarship Fund
 E. Marshall Watters Scholarship
 Fund
 Marjorie Wayne Wechsler Scholar-
 ship Fund

Psychology Award
 Society for Analytical Chemists
 Award
 American Institute of Chemistry
 Student Award
 CRC Freshman Achievement Award
 Undergraduate Award in Analytical
 Chemistry
 Harriet Tubman Award
 Biology Department Outstanding
 Student Award
 Daughters of the American Revolu-
 tion History Scholarship
 Phi Gamma Nu Scholarship Award
 Gisele Stephanopoli Award

The income from the following funds is used to provide special awards annually:

Ann Harris Aronson Award Fund
 Anna Randolph Darlington Gillespie
 Award Fund
 Beatrice Lewis Memorial Award
 Fund
 Millholland Bible Price Fund
 Anna Dravo Parkin History Award
 Fund
 Pittsburgh Female College Award
 Fund
 William J. Strassburger Award Fund

Other Annual Academic Awards:

Alumnae Association Award
 Vira Heinz Summer Study Abroad
 Award
 Mihail Stolarevsky Award



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Montgomery & Rust, Inc.
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Vilas Research Professor of
Sociology,
University of Wisconsin
Madison, Wisconsin
- William Sharwell
President, Pace University
New York, New York
- J. Todd Simonds
Associate Director,
The Robotics Institute
Carnegie-Mellon University
Pittsburgh, Pennsylvania
- *Margaret Cooke Skidmore
Associate Director,
The Museum of Fine Arts, Houston
Houston, Texas
- Rebecca Stafford
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Pittsburgh, Pennsylvania
- *Elizabeth L. Suatoni
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International Poetry Forum
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Leon F. Thorpe Realty
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Northampton, Massachusetts
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Pittsburgh Public Schools
Pittsburgh, Pennsylvania
- *Chatham Alumna

The Chatham College Alumnae Association

Officers

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1971, B.A., and Class of 1984,
B.S., President
- Janet Necessary, Class of 1975,
First Vice President
- Mary Joe Settino, Class of 1955,
Second Vice President
- Lyn Nickens Hamlin, Class of
1974, Corresponding Secretary
- Roberta Douds Campbell, Class of
1956, Recording Secretary

Sarah B. Bornstein, Class of 1969,
Alumna Trustee
Barbara Beacham Johnston, Class
of 1955, Alumna Trustee
Betsy Lytle Suatoni, Class of
1959, Alumna Trustee

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Emeritus Faculty

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Professor of Philosophy
Stephen Borsody, B.A., M.A., Ph.D.,
Professor of History
Wing-Tsit Chan, B.A., M.A., Ph.D.,
Hon.A.M., H.L.D., Professor of Phi-
losophy
John W. Cummins, B.A., M.A., Ph.D.,
Professor of English
Arthur L. Davis, B.A., M.A., Ph.D.,
Professor of German
Lily E. Detchen, B.A., M.A., Ph.D.,
Research Professor of Education
James C. Diggory, B.A., M.A., Ph.D.,
Professor of Psychology
Frances Eldredge, B.A., M.A., Ph.D.,
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Mildred T. Evanson, B.A., M.A.,
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Phyllis M. Ferguson, B.A., M.A., Ph.D.,
Professor of Drama
Harry C. Goldby, B.A., M.L., M.A.,
Diplôme de Phonétique, Professor of
French
Mary A. McGuire, B.A., M.A., Ph.D.,
Professor of English
Jack H. Neeson, B.A., B.D., M.A., Ph.D.,
Professor of Drama
Mark C. Paulson, B.S., Ph.D., Professor
of Chemistry
Jerome S. Wenneker, B.A., M.F.A.,
D.F.A., Professor of Drama and
Director of the Theatre
Russell G. Wichmann, Mus.B., M.S.M.,
Professor of Music

Professors

Donald G. Adam, Buhl Professor of
English, B.A., Harvard University;
Ph.D., University of Rochester
William A. Beck, Mathematics, B.S.,
Case Western Reserve University;
M.S., Ph.D., Purdue University
Jerry L. Caplan, Art, B.F.A., M.F.A.,
Carnegie-Mellon University; student
of Louise Bouche, Morris Kantor, Jon
Corbino, Byron Browne, John
Hovannes
Louis P. Coyner, Music, B.F.A., M.F.A.,
Carnegie-Mellon University; Ph.D.,
University of Iowa
Orlando Jardini, Spanish, A.B., M. Litt.,
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Frank M. Lackner, Psychology, B.S.,
University of Pittsburgh; M.A., Ohio
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W. Dale Richey, Chemistry, B.A., Hiram
College; Ph.D., University of
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M.Ed., Ph.D., University of Pittsburgh
Arthur G. Smith, History, B.S., Muskin-
gum College; M.S., Ph.D., University
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Henry D. Spinelli, Music and Artistic
Director of Laboratory School of
Music, B.F.A., Carnegie-Mellon
University; student of Eunice Norton
and Webster Aitken
Rebecca Stafford, Sociology-Anthropol-
ogy, B.A., Radcliffe College; M.A.,
Ph.D., Harvard University

Associate Professors

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Carleton College; M. Div., Yale Uni-
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How To Get To Chatham

The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 45 minutes from the airport. At least an hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines daily with flights to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.



Map of Campus

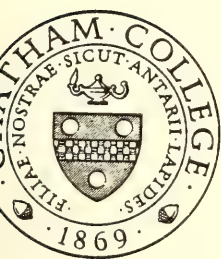
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2. Falk Hall
3. Coolidge Hall
4. Campbell Memorial Chapel
5. James Laughlin Music Center
6. Buhl Hall
7. Woodland Hall
8. Edward D. Eddy Theatre
9. Jennie King Mellon Library
10. Lindsay House
11. Dilworth Hall
12. Mellon Carriage House
13. Tennis Courts
14. Andrew W. Mellon Center
15. Paul R. Anderson Dining Hall
16. Physical Education Building
17. Lodge
18. Gregg House
19. Berry Hall
20. Marjory Rea Laughlin House
21. Julia and James Rea House
22. Beatty Hall
23. Fickes Hall
24. Mary Acheson Spencer House



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CHATHAM COLLEGE
CATALOGUE SUPPLEMENT
1988-89

This Catalogue Supplement is to be used in conjunction with the Chatham College Catalogue 1987-89 and reflects changes made since that Catalogue was published.

Contents:

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Academic Calendar *(Catalogue, page 8)*

	1988-89	1989-90
New Students Arrive	Monday, September 5	Monday, September 4
Freshman Testing, Advising	Tuesday, September 6	Tuesday, September 5
		Wednesday, September 6
Upperclass Students Arrive	Wednesday, September 7	Wednesday, September 6
Fall Term Classes Begin	Thursday, September 8	Thursday, September 7
New Students Register	Thursday, September 15	Thursday, September 14
Last Day to Add Courses	Thursday, September 22	Thursday, September 21
Last Day to Drop Courses	Thursday, September 29	Thursday, September 28
Long Weekend	Thursday, October 13	Thursday, October 19
	Sunday, October 16	Sunday, October 22
Staff Vacation Day	Friday, October 14	Friday, October 20
Advising Week	Monday, November 7	Monday, November 6
	Friday, November 11	Friday, November 10
Interim Registration	Monday, November 14	Friday, November 13
	Tuesday, November 15	Tuesday, November 14
Spring Registration	Thursday, November 17	Thursday, November 16
Last Day before Thanksgiving	Tuesday, November 22	Tuesday, November 21
Thanksgiving Break	Wednesday, November 23	Wednesday, November 22
	Sunday, November 27	Sunday, November 26
Last Class of Fall Term	Tuesday, December 13	Tuesday, December 12
Final Examinations	Wednesday, December 14	Wednesday, December 13
	Saturday, December 17	Saturday, December 16
Winter Vacation	Sunday, December 18	Sunday, December 17
	Sunday, January 1	Sunday, January 7
Interim	Monday, January 2	Monday, January 8
	Thursday, January 26	Friday, February 2
Staff Vacation Day	Friday, January 27	Friday, February 2
Interim Break	Saturday, January 28	Saturday, February 3
	Tuesday, January 31	Tuesday, February 6
Spring Term Classes Begin	Wednesday, February 1	Wednesday, February 7
Last Day to Add Courses	Wednesday, February 15	Wednesday, February 21
Last Day to Drop Courses	Wednesday, February 22	Wednesday, February 28
Spring Vacation	Saturday, March 18	Saturday, March 24
	Sunday, March 26	Sunday, April 1
Staff Vacation	Friday, March 24	Friday, March 30
Advising Week	Monday, April 10	Monday, April 9
	Friday, April 14	Friday, April 13
Fall Term Registration	Thursday, April 20	Thursday, April 19
Final Copies of Tutorial Due	Friday, April 21	Friday, April 20
Last class of Spring Term	Tuesday, May 9	Tuesday, May 15
Final Examinations	Friday, May 12	Friday, May 18
	Tuesday, May 16	Tuesday, May 22
Commencement	Friday, May 19	Friday, May 25

REMINDER: There will be no classes on one Friday in late April or early May due to Spring Fling.

*College support services closed

Academic Program and Procedures

All references to the Assistant Vice President for Academic Affairs should read Associate Vice President for Academic Affairs.

Core Curriculum (*Catalogue, page 18*)

As the foundation of Chatham's educational offerings, the Core consists of seven interdisciplinary courses distributed throughout the first three years of college, comprising one-fifth of the course requirements for graduation. All courses were developed to provide a common intellectual experience which imparts a set of attitudes and knowledge about an interdependent world. Proficiency requirements must be met according to the following schedule:

- a) Freshmen and students entering the College with advanced freshman status must complete all proficiency requirements by the end of their sophomore year.
- b) Students entering the College with sophomore or advanced sophomore status must complete all proficiency requirements within one year of entering the College.
- c) Students entering the College with junior or advanced junior status must complete all proficiency requirements within one year of entering the College or before the beginning of the tutorial, whichever event occurs first.

The Core Courses

Please see the Catalogue for a complete listing of Core requirements.

Junior Core (*Catalogue, page 20*)

302. Human Values. Prerequisite: completion of the language skills proficiency requirement.

Core Curriculum and Policies

Students on Leave (*Catalogue, page 21*)

A student who participates in a study abroad program for one or two terms or in the Washington Semester Program must complete the Core courses she would have enrolled in had she remained on campus. A student who has taken a Leave of Absence for the purpose of enrollment in another accredited college or university is required to fulfill all Core requirements.

Skills and Proficiency Requirements. (*Catalogue, pages 22-23*)
Please see the Catalogue for a complete listing of requirements.

1. Language Skills (*combining Writing with Reading and Language Skills*)

- a) **Writing Skills:** This requirement is fulfilled by satisfactory completion of the Core courses Concepts and Composition and Advanced Composition. All students admitted to the College before Fall 1985, or students who have advanced standing or transfer status, may continue to satisfy the College's writing requirement by successfully completing either Expository Writing I or the English Proficiency Examination.
- b) **Reading and Vocabulary Skills:** All students are required to complete successfully a college-administered reading and vocabulary examination. Freshmen are required to complete this examination while enrolled in Concepts and Composition, and Gateway and transfer students are required to do so within their first term at Chatham.

2. Mathematics Skills

Each degree student must demonstrate proficiency in mathematics equivalent to fulfillment of the prerequisites for Mathematics 106 (pre-calculus). Students demonstrate proficiency in one of the following ways:

- a) satisfactory performance on a college-administered mathematics proficiency examination;
- b) enrollment in, and the successful completion of, Mathematics 099, 101, 106 or 107;
- c) enrollment in the Mathematical Skills Program (non credit), followed by satisfactory performance on the college-administered mathematics proficiency examination;
- d) an approved Summer School course in mathematics;
- e) approval of transfer credit for a pre-calculus course completed at another institution (note: students completing the equivalent of Mathematics 099 at another institution must pass the Chatham mathematics proficiency examination. Upon successful performance on this examination, the student may be given 1/2 unit of credit.)

3. *Computer Literacy*

Students are required to demonstrate proficiency in the following computer skills: word processing, spreadsheet, data base, and bibliographic searching.

The computer literacy requirement is met in the following ways:

- a) successful completion of any of the course offerings in Information Science;
- b) satisfactory performance on a college-administered computer proficiency requirement;
- c) attendance at workshops (non-credit) given by the Computer Center, followed by satisfactory performance on the college-administered computer proficiency requirement.

Academic Options and Resources

Independent Study (*Catalogue, page 31*)

Independent study options are available in all academic departments, but the student may enroll in no more than one independent study per term for a maximum of ten independent study units during her academic career. Credit values for independent study are 1/2, 1, or 1 1/2 course units.

Summer Study (*Catalogue, page 34*)

A student who wishes to receive credit for summer study at another institution of higher learning must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar prior to May 1. No student may register for an independent study or tutorial during the summer at Chatham.

Student Life and Services (*Catalogue, page 39*)

Athletics

Chatham recognizes the importance of participation in physical activity as part of the college experience. The athletic program includes intercollegiate teams in tennis, softball, volleyball, and field hockey. In addition to the varsity program, the athletic office sponsors club sports and schedules student use of the gymnasium, dance studio, tennis courts, and weight room. Chatham also has an active intramural program, including competitions between faculty teams and student teams.

Commuting Students

Although primarily a residential campus, a large number of students commute to campus each day. Between classes, commuting students relax or study in the Commuter Lounge in Mellon Center or the all-campus lounge in Falk. They often join residential students for lunch in the dining hall at a nominal fee. Commuting students are encouraged to participate fully in the wide range of activities and programs. The Day Students' Association and the Gateway Student Association each has a representative in the Chatham Student Government.

Parking

Because Chatham has only limited parking available, only those residential students who are seniors or second semester juniors may register their cars and park them on campus. All other residential students should either leave their cars at home or plan to park them off campus. Exceptions to these rules are made only by the Dean of Student Affairs. All commuting students may park on campus.

Academic Regulations (*Catalogue, page 45*)

All references to the Assistant Vice President for Academic Affairs should read Associate Vice President for Academic Affairs.

Pass/Fail System

An "F" earned in a Pass/Fail course is calculated in the grade point average.

Exemption from a course

A student may be exempted for a current Chatham course if she has satisfactorily shown the department that she has fulfilled the main objectives of the course. However, no credit is awarded for such an exemption.

Credit by Examination

No more than four course units by examination may be applied toward the degree.

Courses of Instruction

(Catalogue, pages 51-106)

Core Curriculum

Junior Core

Change in Description:

302. Human Values.

Prerequisite: completion of the language skills proficiency requirement.

Biology

Delete:

223. Plant Physiology.

Black Studies

Human Services Administration 235.

Ethnic and Minority Relations. The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political, and economic interests.

Prerequisite: Human Services Administration 101.

Chemistry

Change in Description:

215 and 216. 1/2 course unit each.

Economics and Management

Delete:

347. Non-Profit and Volunteer Systems

English

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 350, English 222, three courses which cover materials in different historical periods before 1900, and three electives. One of the courses taken should be on the 300 level. The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 222 and at least two courses which cover materials in different historical periods before 1900.

111. Literary Studies II: Western Mythologies.

An exploration of the differences among such ideas as "myth," "mythology," and "legend" with illustration from biblical readings, Greco-Roman tales, and Norse legends. A study also of the notions of "imitation," "allusion," and "influence" in modern writers' use of inherited mythologies. Appropriate for non-majors and recommended for all students contemplating an English major.

238. Literary History of London.

A study of the history of London and of the literature which has grown from London events and scenes with visits to the sites and settings described in the readings. Individual topic for a student's focus and exploration to be prearranged with the instructor.

327. The Gothic Novel in England.

A historical study of the English Gothic novel as a distinct literary genre at times of political upheaval; a secondary consideration of the compatibility of this historical approach to the genre with the more customary psychoanalytical approach. Readings include works by Walpole, Radcliffe, Godwin, Lewis, Austen, and others. Prerequisite: Junior status or permission of the instructor.

328. Shakespeare's Competitors.

A comparative study of selected works by Shakespeare's competitors among the professional Elizabethan playwrights, focusing on the historic, economic, and literary atmosphere of this greatest period of dramatic production. Includes plays by Marlowe, Jonson, Webster, Kyd, Dekker, Beaumont, and others. Prerequisite: English 222.

Fine and Performing Arts

Visual Arts

Delete:

126. Intermediate Ceramics.

Change in Course Number and Title:

126. Life Modeling.

Dance

184. American Dance Through the Years.

A survey of American Dance from the late 18th century to the present including social dances of Revolutionary times, New England contra dances, Appalachian square dance, 19th and 20th century ballroom dance, tap dance, jazz dance, modern dance, theatre dance, ethnic dance, and ballet. Attention to historical evolution of dance with comparison and

contrast in style and movement through classroom participation, readings, and video tapes. Relationship of dance to other aspects of culture. 1 course unit.

Change in Department (from Physical Education)

141. Introduction to Modern Dance.

143. Modern Dance II.

148. Classical Ballet I.

149. Classical Ballet II.

150. Folk and Court Dancing.

248. Classical Ballet III, Intermediate.

249. Classical Ballet IV, Advanced Intermediate.

Theatre

145. Practicum in Technical Theatre.

Students gain experience constructing sets, costumes, and props, hanging and focusing lights, and operating lighting and sound systems, as well as organizing and maintaining Theatre Program's stock of sets, costumes, props, and lighting instruments. Under supervision of the Theatre Program's designer/technical director, students accumulate 45 hours of work for 1/2 course unit. No prerequisites.

155. Costume and Makeup for the Stage.

This course is an introduction to the elements (line, mass, color, texture, ornament) and principles (unity, balance, proportion, emphasis, rhythm) of costume and makeup design. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to Theatre Program productions required.

Change in Title:

153. Scenery and Lighting for the Stage

Change in Description:

141. Acting is to be offered P/F.

142. Acting II is to have a prerequisite of

141 plus permission of instructor.

History

Major Requirements:

The history major must complete 12 history courses including the tutorial. These must include at least two of the following courses in American history (151, 152, 161 187, 254, 261, 262, 267), two of the following courses in European history (101, 102, 211, 212, 216, 221, 222, 232), and two of the following courses in Third World history (145, 173, 174, 292). The major must also include History 347 and at least three additional courses at the 200 level or above including one of the courses listed under Contemporary Issues (291, 292). Transfer students who major in history must take at least six history courses and the tutorial at Chatham regardless of how many history courses they have taken elsewhere.

Interdepartmental Major Requirements:

The student who undertakes an interdepartmental major in history must complete 8 history courses including one course in each of the three geographic categories listed above. She must also take 347 and at least two additional courses at the level of 200 or above. The above requirements do not include the tutorial, which need not be directed by a member of the History Department but must contain some significant historical dimension.

Minor Requirements:

The student who minors in history must complete at least 6 history courses including one course in each of two geographic categories listed above under

Major Requirements. She must also take at least two of these courses at the level of 200 or above.

291. Contemporary Issues: War.

This course will examine the nature of warfare. Why have people fought wars since the beginning of civilizations? What is the effect of warfare upon those who experience it? We will address these and similar questions. The materials of the course will include extensive audio-visual resources.

Delete:

158. History of Sport.

253. Puritans in Old and New England.

Change in Course Number and Title:

246. Problems in Contemporary Middle Eastern History changed to:

292. Contemporary Issues: The Modern Middle East.

Information Science

120. Computers and Intelligence.

An interdisciplinary course which examines the relationship between human cognition and artificial intelligence to determine to what extent the computational model of intelligence is plausible.

Change in Description:

102. Foundations of Information Science.

Introduction to the concepts, principles, and theory of information science. Topics covered are the need for information, information-seeking behavior, information processing, information analysis, the evaluation of information, the information profession, information system concepts, and system theory. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

285. Information Retrieval Systems.

Students will explore major classification schemes as well as various subject indexing techniques including permuted key word indexing, citation indexing, and abstracting. They will become familiar with ISR (Information Storage and Retrieval) systems concepts, processing of information, organizational and philosophical orientation of these systems, as well as the medium, equipment and search strategy development techniques involved. Various bibliographic retrieval systems will be examined including Dialog, Wilsearch, and CD-ROM. Prerequisite: Information 201 and 283.

Mathematics

Change in Title:

099. Basic Mathematics

Change in Description:

099,115,116,217,218 1/2 course unit.

Modern Languages

German

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written resumes, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: German 204 or departmental placement.

240. Commercial and Economic German.

This course is designed as a practicum to familiarize students with fundamental terminologies (and corresponding concepts) of German commerce and diplomacy. Course will emphasize training in the means by which the

German language expresses issues and "objects" relevant to economic, financial, and diplomatic matters. Prerequisite: German 204 or equivalent or permission of the instructor.

Spanish

240. Commercial Spanish.

An introduction to the language skills required in Spanish business correspondence and related commercial activities. The course will focus on the acquisition of vocabulary and technical terminology and will include a unit on translation skills. Fulfills one of the requirements of the International Business major. Prerequisite: one course beyond 204 or departmental placement.

Physical Education

105. Body Conditioning and the Normal Aging Process.

How a woman ages depends on a combination of her lifestyle behaviors today and hereditary factors. A woman in her 30s and 40s can begin taking steps to minimize the effects of aging. This course will teach you how to modify current physical and emotional health habits to improve the quality of your life as you grow older. 1/2 course unit.

108. Yoga and Relaxation.

Yoga is the world's oldest system of personal development. It is a discipline which can teach you to bring stress under control through the practice of physical postures (asanas) for muscle tone and flexibility, and breathing and meditation techniques for quieting the mind. 1/2 course unit.

111. Archery and Bowling.

Basic skills and techniques will be taught through analysis of body movement, scientific and mechanical principles and their applications to the particular lifetime physical activity. 1/2 course unit.
(Approved by faculty 11/12/87)

118. Racquet Techniques: Badminton.

Basic racquet skills, footwork and strategies will be taught. Students will learn techniques, terminology and rules of the game which will increase their proficiency and enjoyment of the sport of badminton. 1/2 course unit.

155. Beginning Swimming.

Swimming can be an enjoyable means of maintaining fitness for a lifetime. This course is designed for the student who does not know how to swim or to keep herself afloat in water. In addition to learning basic stroke mechanics, students will also be introduced to water exercises which can be done at poolside. 1/2 course unit.

Delete (These courses now offered through the Department of Fine & Performing Arts):

141. Introduction to Modern Dance

143. Modern Dance II

148. Classical Ballet I

149. Classical Ballet II

150. Folk and Court Dancing

248. Classical Ballet III, Intermediate

249. Classical Ballet IV, Advanced Intermediate

Change in Title:

101. Introduction to Lifetime Fitness

119. Skiing: Conditioning and Techniques

151. Advanced Swimming

**214. Lifesaving and Lifeguarding:
American Red Cross**

Change in Course Number:

256. Advanced Swimming

**306. Water Safety Instructor:
American Red Cross**

Change in Description:

119. Skiing: Conditioning and Techniques.

Basic concepts of Alpine and Nordic skiing techniques will be taught. Course is appropriate for beginners as well as experienced skiers. Conditioning exercises designed to improve leg strength, endurance and flexibility is included. Additional fees for equipment rental, lift tickets and/or trail passes required.

**214. Lifesaving and Lifeguarding:
American Red Cross.**

Course will include advanced lifesaving techniques, CPR and first aid training, and lifeguard training as outlined by the American Red Cross guidelines. Upon completion, students may assume the responsibilities of a lifeguard at a pool or protected (non-surf, open water) beach. Prerequisite: Permission of the instructor. 1/2 course unit.

256. Advanced Swimming.

Emphasis on improvement of swimming skills for students who already know how to swim. Common types of stroke defects will be examined and corrected to enhance swimming proficiency. Basic synchronized swimming skills may also be introduced. Prerequisite: Beginning swimming or permission of instructor. 1/2 course unit.

Admissions and Financial Information

(Catalogue, pages 109-121)

Admissions Policy

Selection of the freshman class is completed in April by the Committee on Admissions of the College. This committee is composed of the Dean of Admissions and Enrollment Management, members of the faculty, administration and senior class. Admission is determined by the candidate's total record and her promise as a student at Chatham. All the information provided by the required documents is reviewed by representatives of the committee with the greatest weight being given to the academic record and the writing sample.

Admissions Procedures for Freshmen *(Catalogue, pages 110-113)*

Please see the Catalogue for complete information on all admissions procedures and deadlines. The following sections are only those which contain changes.

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions together with a non-refundable processing fee of \$15. The application check should be made payable to Chatham College, and a fee waiver may be requested by submitting a written statement supported by the high school counselor. The Chatham application for admission requests standard information about the prospective student's preparation and interests; in addition, it requires a writing sample, which the Committee on Admissions uses to assess the student's potential to think and write carefully.

Additional Credentials

Prospective students are encouraged to file their application for admission at the deadline indicated below, but they also should request that required additional supporting material be sent to the College, including: official high school transcript(s); SAT or ACT scores; a counselor recommendation and two academic teacher recommendations, including an English teacher recommendation; and any explanatory or additional material which the student wishes to include to strengthen her application.

Admissions Deadlines

Regular Decision

A candidate who follows the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified by the Committee on Admission's decision in mid-April. Because Chatham College adheres to the Candidates Reply Date Agreement, no student considered in the spring is required to reply to an offer of admission before the May 1 reply date.

Early Decision

This plan is intended for those students with strong high school records who have selected Chatham as their first choice college by the fall of their senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who want to exercise the Early Decision option must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and who request an Early Evaluation will be sent notification of their chances of admission by the end of February. Candidates will receive the final decision from the Committee on Admissions in mid-April.

Late Decision

Chatham College acknowledges the possibility of a student's interest in the College being developed after the published deadlines for application. A limited number of spaces in the freshman class are reserved for this contingency. Candidates who wish to apply after the previously-mentioned deadlines should contact the Dean of Admissions and Enrollment Management for an exception to the deadline.

Standardized Tests

The College requires that prospective students submit either SAT or ACT scores as part of the application process, but in no instance is a student offered or denied admission on the basis of scores alone. The Committee on Admissions considers scores to be one piece of academic evidence and evaluates such scores as part of the student's total record

of achievement. The SAT or ACT tests should be taken in the student's junior year or by January of her senior year; it is the student's responsibility to see that the scores are forwarded to Chatham, either through the testing service or through her high school counselor.

Admissions Procedures for Transfer Students

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions and Enrollment Management together with a non-refundable processing fee of \$15. The application should be filed by June 1 for fall admission or by November 15 for spring admission, although these deadlines can be extended upon request. In addition to the application forms and essay, required application materials include: official high school and college/university transcripts from all former institutions attended, including a final transcript prior to her entrance; SAT or ACT scores; two teacher or one counselor and one teacher recommendations, preferable from instructors or advisers from the preceding college attended; and a copy of the catalogue or catalogues of the college or colleges previously attended, indicating courses taken.

Admissions Procedures for International Students

Chatham welcomes students from other countries, who follow the same application procedures as students residing in the United States. Competence in use of the English language is a condition for admission; international applicants thus are required to submit results of the Test of English as a Foreign Language (TOEFL) as well as other academic credentials. International students should have their credentials on file with the College no later than February 1 preceding the fall in which they wish to enroll or no later than September 1 for spring admission, although later deadlines are possible in individual cases.

If an international student is accepted for admission and confirms in writing her intention to enroll, the Office of Admissions will issue Form 1-20-AB, required by the United States government for issuance of a student (F-1) visa. The form 1-20-AB must be accompanied by formal documentation from the student and her family showing adequate financial resources to meet the educational costs. More specific information is available from the Applications Coordinator, Office of Admissions.

The Gateway Program *(Catalogue, page 116-117)*

Admissions Procedures for Gateway Students

The Gateway Program is open to women who have been out of high school for seven years or more. Women may enroll as degree, non-degree, second-degree, or teacher certification students and may carry a full- or part-time course load.

All applicants for admission to the Gateway Program are reviewed by the Dean of Admissions and Enrollment Management and the Committee on Admissions before an admission decision can be made.

1. Complete an application form and brief autobiographical essay.
2. Request transcripts from previous high school/college(s).
3. Pay an application fee of \$15.
4. Arrange a personal interview with a member of the Gateway Program/Admissions staff. A degree candidate also must interview with a faculty member after she has submitted her application and transcripts.
5. Submit any appropriate letters of recommendation, or other relevant materials.
6. In some cases the applicant may be asked to take the Residual ACT which is administered by the Admissions Office.

Gateway students who are not receiving tuition assistance from corporations or from external institutional sources are eligible for one-half tuition scholarships. Following the student's initial class at Chatham which is half-tuition, for every class taken at full price within a semester, the student is eligible to take a second class at half-price. This does not limit the number of half-tuition classes taken. Some Gateway students may also be eligible to apply for financial aid.

Financial Aid (*Catalogue, pages 117-121*)

Please see the Catalogue for complete information on financial aid.

Chatham-Administered Aid

Guaranteed Employment. Institutional funds are used to employ students in various jobs on campus. Employment is limited to first-time, traditional-age freshmen who have applied for financial aid and have been found to be ineligible.

Off-Campus Employment. Institutional and agency funds provide a limited number of positions off-campus for upper-class students.

Financial Procedures (*Catalogue, pages 121-128*)

Charges for Full-time and Part-time Students

(*Catalogue, pages 121-122*)

To be considered as a full-time student for purposes of determining charges and eligibility for financial aid, a student must be enrolled for at least 3 1/2 units for the combined interim-spring semesters.

Full-time Students

Resident students

Charges for the year:

Tuition	\$8,370
Room and board	3,820
Student activities fee	100
Total	\$12,290

Payable:

by May 1 for new students;

by April 20 for returning students\$150

On or before August 1 6,045

(Plus the \$50 refundable deposit required of newly registered students)

On or before January 156,095

Total\$12,290

Commuting Students

Charges of the year

Tuition	\$8,370
Student Activities Fee	100
Total	\$8,470

Payable:	
By May 1 for new students;	
By April 20 for returning students	\$75
On or before August 1	4,210
(plus the \$50 refundable deposit required of newly- registered students)	
On or before January 15	4,185
Total	\$8,470

Part-time Students

Tuition \$996 per course unit

Payable:

On or before August 1 (fall term)

On or before January 15 (spring term)

If more than one course unit will be taken, the balance of charges is due on or before registration each term.

Interim Course Fees (*Catalogue, pages 123-124*)

For a regular full-time student who takes an Interim course on campus, there are no additional tuition, room, or board charges if she is registered for at least 2.5 units in the spring. Some Interim courses may involve extra expenses for special supplies or for travel.

If a student chooses to withdraw after Interim, she will be billed the per-unit rate for tuition, and room and board will be pro-rated based on a 19-week semester (4 weeks Interim plus 15 weeks spring).

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived; however, a \$450 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required. In the absence of any exchange agreement, visiting students will be charged \$996 per course and, if they wish to live on campus, \$450 for room and board.

Other Fees (*Catalogue, pages 123-124*)

Please see the Catalogue for information about all other fees.

Overload Fee\$996 per course unit

The standard tuition policy enables a student to register for a sufficient number of courses to meet graduation requirements in eight terms and four Interims. Students are assessed an overload fee of \$996 per course unit when they are registered for more than the normal academic load in a single academic year. For students who entered Chatham *prior* to September 1984, the overload policy applies to only those units over the

usual 9.5 (or over 5.5 units when a single term and the Interim are attended during a given academic year), based upon the former graduation requirement of 34 units. For students who entered Chatham since September 1984, the overload policy applies to those taking over 10 units per academic year, based on the the current graduation requirement of 36 units.

Senior *in absentia* Fee\$996 per course unit

When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year *in absentia*, she will be charged a \$996 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Installment Payment Plans (*Catalogue, page 121*)

The Knight Tuition Payment Plan is not available. Students and parents may wish to consider one of the other payment plans offered including: E.F.I. Fund Managment; Academic Management Services; or CHIPP. More detailed information is available from the Business Office upon request.





1989-1991

CHATHAM
COLLEGE



Chatham College Catalogue 1989-1991



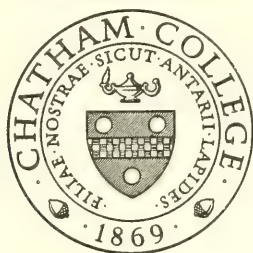
Woodland Road
Pittsburgh, PA 15232
412-365-1100

The history of life on earth has been a history of interaction between living things and their surroundings. To a large extent, the physical form and the habits of the earth's vegetation and its animal life have been molded by the environment. Considering the whole span of earthly time, the opposite effect, in which life actually modifies its surroundings, has been relatively slight. Only within the moment of time represented by the present century has one species—man—acquired significant power to alter the nature of his world.

Silent Spring
Rachel Carson, Class of 1929







Chatham College Seal

The seal is a symbolic representation of the ideals to which the College is dedicated. Chatham was founded in 1869 as an institution of higher learning, a purpose denoted by the ancient lamp of learning.

The College's Latin motto dates from the occasion of the laying of the cornerstone of the first new college building in 1871 and is taken from the twelfth verse, 144th Psalm, of a 1579 Latin translation of the Hebrew Bible by Franciscus Iunius and Immanuel Tremellius. It expresses the founders' hope of providing service to society and is freely translated in the King James version of the Bible as "our daughters may be as cornerstones."

The acorns and the shield with its "fesse chequy" and Byzantine coins are taken unchanged from the crest of the Earl of Chatham and are a constant reminder of William Pitt's concern for the freedom of the individual.

Degrees and Accreditation

Chatham College grants the Bachelor of Arts and the Bachelor of Science degrees. The College is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, the American Chemical Society, and the Pennsylvania Department of Education teacher certification program.

Chatham College administers its educational policies, scholarship and loan programs, and athletic and other extra-curricular programs without discrimination as to race, age, religion, handicap, color, and national or ethnic origin. Inquiries regarding compliance should be directed to the Dean of Students, Mellon Center, Chatham College, Pittsburgh, PA 15232 (412/365-1286).



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Academic Calendar

1989-90

New Students Arrive	Monday, September 4
Freshman Testing, Advising	Tuesday, September 5
Upperclass Students Arrive	Wednesday, September 6
Fall Term Classes Begin	Thursday, September 7
New Students Register	Wednesday, September 6
Last Day to Add Courses	Thursday, September 21
Last Day to Drop Courses	Thursday, September 28
Long Weekend	Thursday, October 19
	Sunday, October 22
*Staff Vacation Day	Friday, October 20
Advising Week	Monday, November 6
	Friday, November 10
Interim Registration	Monday, November 13
	Tuesday, November 14
Spring Registration	Thursday, November 16
Last Day before Thanksgiving	Tuesday, November 21
Thanksgiving Break	Wednesday, November 22
	Sunday, November 26
Last Class of Fall Term	Tuesday, December 12
Final Examinations	Wednesday, December 13
	Saturday, December 16
Winter Vacation	Sunday, December 17
	Sunday, January 7
Interim Period	Monday, January 8
	Friday, February 2
Martin Luther King Day	Monday, January 15
*Staff Vacation Day	Friday, January 27
Interim Break	Saturday, February 3
	Tuesday, February 6
Spring Term Classes Begin	Wednesday, February 7
Last Day to Add Courses	Wednesday, February 21
Last Day to Drop Courses	Wednesday, February 28
Spring Vacation	Saturday, March 24
	Sunday, April 1
*Staff Vacation Day	Friday, March 23
Advising Week	Monday, April 9
	Friday, April 13
Fall Term Registration	Thursday, April 19
Final Copies of Tutorial Due	Friday, April 27
Last Class of Spring Term	Tuesday, May 15
Final Examinations	Friday, May 18
	Tuesday, May 22
Commencement	Friday, May 25
*College support services closed	

1990-91

Monday, September 3
Tuesday, September 4
Wednesday, September 5
Thursday, September 6
Wednesday, September 5
Thursday, September 20
Thursday, September 27
Thursday, October 18
Sunday, October 21
Friday, October 19
Monday, November 5
Friday, November 9
Monday, November 12
Tuesday, November 13
Thursday, November 15
Tuesday, November 20
Wednesday, November 21
Sunday, November 25
Wednesday, December 12
Friday, December 14
Tuesday, December 18
Wednesday, December 19
Sunday, January 6
Monday, January 7
Friday, February 1
Monday, January 21
Monday, February 4
Saturday, February 2
Tuesday, February 5
Wednesday, February 6
Wednesday, February 20
Wednesday, February 27
Saturday, March 23
Sunday, March 31
Friday, March 29
Monday, April 8
Friday, April 12
Thursday, April 18
Friday, April 19
Wednesday, May 15
Friday, May 17
Tuesday, May 21
Friday, May 24

“Energies of the Mind”: The Liberal Arts Experience

The mission of Chatham College rests upon the ideal articulated by philosopher Alfred North Whitehead, that the purpose of education is to free “those energies of mind which should direct the technical skill.” It defines those energies of mind as understanding of ideas, of the nature of knowledge, of the dutiful acquisition and use of knowledge, and of the infusion of values into the employment of skills.

Chatham is committed to releasing those energies by providing a strong liberal arts education designed to help women develop personally and professionally to their fullest potential. Viewed in the context of the future which women face in an interdependent world, this education should provide the student with

- a) a complement of skills essential for productive work and decision-making;
- b) a core of common intellectual experiences which imparts a set of attitudes and knowledge about the interdependent world and of methods of response to its opportunities and dilemmas; and
- c) the attainment of in-depth knowledge in one area of study which, along with other components, can equip the student for further academic work, for career opportunities, and for a life-long curiosity about the world.

Recently, the Association of American Colleges published a report on the state of higher education in the United States. It presented standards

for the skills and experiences which students should acquire in four years of college, standards which parallel Chatham's liberal arts curriculum. They include the ability to inquire, analyze, and think critically; the ability to read, write, and speak persuasively; the ability to understand numbers and statistics; a sense of history; an understanding of sciences; a sense of civilized values; an appreciation of the fine and performing arts; an insight into other cultures; and study in depth that cuts across academic disciplines.

According to Mark H. Curtis, president emeritus of the Association of American Colleges, baccalaureate education "strengthens the capacities of individuals to grow as literate, educated persons and prepares them to pursue beginning careers in several professions as well as advanced studies as further preparation for practice in others. Above all, baccalaureate education makes a vital contribution to the health of American democracy. Leaders in a complex, pluralistic society require not only technical or professional expertise but the ability to make consequential judgments on issues involving the contextual understanding and assessment of multi-faceted problems."

A liberal arts education has been accused of being the surest route to "occupational oblivion"—on the contrary, it is the only sure route to prevent such oblivion. Education must advance human as well as technological progress and must prepare people for civilized lives in civilized human communities, local, national, and global. The knowledge explosion and technological revolution have defined new frontiers of human achievement, but one cannot accept the greater promise without understanding its cultural and ethical dimensions. A liberal arts education directs its students to define present and future problems in their full breadth, intercultural and ethical, not allowing solutions to be dictated by those merely able to manipulate information and technology. Narrow specialized training always has been liable to replacement: a liberal arts education seeks to avoid vocational dead-ends by clearly distinguishing between "job" or "career," "technician" or professional," and "training" or "education."

History of the College

Schools for young ladies had existed in Pittsburgh ever since the 1780s, when, as one prospectus states, they were taught "the branches of needlework, namely plain work, colored work, and flowering: lace both by the bobbin and by the needle; fringing, tabouring, and embroidery. Also reading, English, and knitting if required." The ladies' seminaries of the 1820s and 1830s continued emphasis on the "female accomplishments"—music, drawing, painting, the use of French and German phrases—and, of course, on deportment and the ubiquitous needlework. They became more academically respectable with the addition of courses on writing, grammar, geography, Latin, chemistry, and history. The seminaries, however, did not have degree-conferring powers nor were they responsible to any accrediting body for the quality of the education they provided.

From its start in 1869 when Chatham was chartered under the name Pennsylvania Female College, the institution was a full-fledged college. In that short period in the 1870s when it also offered post-graduate work, Chatham had courses in Anglo-Saxon, advanced classical and modern languages, trigonometry, calculus, geology, political science, and political economy as well as in international law; the theory, history, and practice of architecture; and the literature of the Bible, including its languages, history, rhetoric, poetry, ethics, and inspiration. Undergraduates were offered logic, mental and moral philosophy, physics, chemistry, botany, astronomy. Students were required to take two years of Latin and three years of either French or German.

Thus from the beginning Chatham offered to women an education comparable to that which could be achieved by their brothers at “colleges of the first class.” This had been the dream of the Reverend William Trimble Beatty, pastor of the Shadyside Presbyterian Church. With a group of like-minded Pittsburghers he had seen the need for the solid academic training of their daughters. And the dream was still a bit ahead of the times: 1869 was the same year when John Stuart Mill published “The Subjection of Women” and the year when the National Association of Woman Suffrage was founded. In her history, *Chatham College: The First Ninety Years*, Laberta Dysart writes that Chatham was “the earliest extant liberal arts college for women beyond the Alleghenies established originally as a college rather than as a seminary.” It is one of the three or four original eastern colleges for women which still remains exclusively a women’s college.

In the beginning, Chatham College occupied one building (the George A. Berry mansion), eleven acres, and just over a hundred students. Today (after a name change in 1890 to Pennsylvania College for Women and in 1955 to Chatham College), the institution has thirty buildings, fifty splendid acres, and approximately six hundred students. The College is fully accredited, non-sectarian, and private. Chatham’s endowment of over thirty-five million dollars is among the largest per student of any college or university in the nation.

Throughout its history Chatham has been a pioneer in curricular progress, adapting its educational program to meet society’s changing needs while maintaining the intellectual integrity of the liberal arts. The College’s first curriculum required proficiency of all students in Latin, French or German, higher mathematics, history, English, natural sciences, systematic Bible history, and Anglo-Saxon. In succeeding years electives ranging from modern literature to family living were added and the number of required courses reduced. By the 1940s the faculty had reorganized the curriculum into lower and upper divisions, the lower division focusing on the major fields of human thought and the upper division on the student’s field of special interest. Such a program had the dual aim of providing both a broad cultural background and an opportunity for specialization.

Post-World War II revisions developed a required Basic Curriculum that included courses such as The Arts, Modern Society, Natural Sciences, Speech, and Philosophy. By the 1970s Chatham again adjusted its curriculum to reflect new career needs, adding major programs in

Communication and in Administration/Management. The success of these academic reforms was reflected in Chatham's being listed among the top ten colleges for women in the United States and in being selected by the Ford Foundation as one of the twelve most dynamic and innovative colleges or universities in the northeastern United States.

During the last four years Chatham's faculty has again responded to change through curricular revision, reinstituting the concept of a required basic curriculum. The Core Curriculum, interdisciplinary and team-taught, focuses again on the major fields of human thought and asserts the College's commitment to the well-educated woman. The Administration/Management major has been reshaped into Economics/Management with an International Business concentration; the Communication program has been revised with an emphasis on writing; and new majors in Human Services Administration as well as Information Science have been developed.

The present curriculum would be nearly unrecognizable to the College's founding fathers, so insistent on their higher Latin, Greek, and Anglo-Saxon. Quite recognizable to them, however, would be Chatham's continued insistence on providing women with the tools they need to effect social change and intellectual growth.



Pittsburgh

One of Chatham's biggest educational and social assets is its location in the city of Pittsburgh. The nation's most livable city, according to Rand McNally in 1985, Pittsburgh also is rated one of the safest cities in the United States. Pittsburgh's "Renaissance II" is underway in the city, producing futuristic skyscrapers and a new subway system. The "Smoky City" tag is obsolete, unless one counts the puff of fireworks over historic Fort Pitt or Three Rivers Stadium.

It is a city of culture, home of the Pittsburgh Symphony, Three Rivers Arts Festival, and the Carnegie International. Site of the nation's first public television station, which creates such offerings as "Once Upon a Classic" and National Geographic specials, Pittsburgh also houses a superb ballet company, an excellent opera, a Shakespeare festival, and fine theatres. The Carnegie Institute contains several museums under one roof, and there are many more specialized museums throughout the city.

Pittsburgh is a place for career opportunities and abundant internship sites. With its three rivers, the city is the busiest inland port in the United States, an international hub with direct access to world markets. Third largest corporate headquarters in America, it is home for such giants as Alcoa, PPG, USX, Dravo, Westinghouse, Heinz, Koppers, and Rockwell, with 97,000 executives, \$151 billion in annual sales, and a strategic location near 70 percent of the nation's population. Pittsburgh, too, is a city of research with 25,000 scientists and 170 research facilities. Its hospital systems are among the finest in the nation, at the forefront in education, research, and organ transplants.

Pittsburgh is home to farmers' markets and elegant skyscraper restaurants, restored Federal-period townhouses and hi-tech architecture, neighborhood ethnic bistros and jazz bars, to Flashdance and the Pittsburgh Ballet Theatre. It also is home to the 60,000 college students who live, learn, and enjoy this "City of Neighborhoods." The colleges and universities of Pittsburgh are much like the city itself, diverse in their academic offerings and special strengths, different in their sizes and architecture but with the same spirit of cooperation and innovation that marks the city. Students may cross-register, use the facilities of other institutions, and participate in extracurricular programs, evidence of ten institutions working together to strengthen the educational offerings of all.



A message from Dr. Rebecca Stafford, President of Chatham College...

As a graduate of a women's college, I know firsthand the value of the education women receive at single-sex institutions like Chatham College. Women in our classrooms speak openly and frequently. Women chair the student government, represent students on College committees, and organize campus activities. They are participants, not observers. Holding positions of importance and authority at Chatham increases our graduates' sense of self-esteem, giving them the confidence to compete and to succeed in the professional world. I graduated from a women's college determined to become a leader instead of a follower. As President of Chatham College, I'm honored to provide other women with that choice as well.

Academic Program and Procedures

General Degree Requirements

The Bachelor of Arts degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent, the last six units to be completed in residence, and the satisfactory completion of at least two approved Interim programs;
2. The satisfactory completion of all core requirements;
3. The satisfactory completion of all proficiency requirements;
4. The satisfactory completion of all departmental, interdepartmental, or multidisciplinary major requirements;
5. The satisfactory completion of the tutorial; and
6. The completion of a minimum of 23 residence units at Chatham College for those students who enter with freshman status. All Chatham-directed Interim courses and courses taken in cross-registration are credited towards fulfilling the residence requirement. Transfer students entering Chatham with advanced standing beyond the freshman year are required to complete a minimum of 18 course units at Chatham College. Transfer students entering Chatham with junior or senior standing are required to be in residence for three long terms and to complete successfully a minimum of 14 course units.

The Bachelor of Science degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 36 course units or the equivalent, the last six units to be completed in residence, and the satisfactory completion of at least two approved Interim programs;

2. The satisfactory completion of all core requirements;
3. The satisfactory completion of all proficiency requirements;
4. The satisfactory completion of the major in chemistry or in biology (A chemistry or biology major also is possible for the Bachelor of Arts degree);
5. The satisfactory completion of the tutorial; and
6. The completion of the residence requirements outlined in Item 6, Bachelor of Arts degree, above.

Core Curriculum

As the foundation of Chatham's educational offerings, the Core consists of seven interdisciplinary courses distributed throughout the first three years of college, comprising one-fifth of the course requirements for graduation. All courses were developed to provide a common intellectual experience which imparts a set of attitudes and knowledge about an interdependent world. Proficiency requirements must be met according to the following schedule:

- a) Freshmen and students entering the College with advanced freshman status must complete all proficiency requirements by the end of their sophomore year.
- b) Students entering the College with sophomore or advanced sophomore status must complete all proficiency requirements within one year of entering the College.
- c) Students entering the College with junior or advanced junior status must complete all proficiency requirements within one year of entering the College or before the beginning of the tutorial, whichever event occurs first.

The Core Courses

Freshman Core

Concepts and Composition.

This course will consider some basic concepts: orders of magnitude, chronology and causation, coordination/opposition, subordination, sets and subsets, interpolation, extrapolation, statements and illustration, validity and proof. It will cover grammar as a mechanism designed to

convey these concepts, and it will use several strategies of inquiry as ways of generating and organizing information. Frequent short essays will test the student's mastery of the concepts and control of the language's ability to express them.

Gender Roles.

This course is designed to provide the students with knowledge and ideas that will assist them in learning to assume responsibility for their own lives and to exert control over those lives as morally autonomous adults. This course is the Freshman Interim requirement.

Advanced Composition.

Advanced Composition will serve as a review of writing and thinking skills as well as an introduction to the conventions and methods of each academic division.

Sophomore Core

The West and the World I.

The interrelationship of civilizations in the modern world is the focus of this course. It examines the development and reasons for Western hegemony and the impact of Western empire building upon non-Western societies. Political, economic, ethnological, and cultural aspects of this imperialism will be investigated.

The West and the World II.

This course sketches the economic, political, and cultural contours of the twentieth century world. It focuses on the challenges posed to liberal capitalism and democracy by competing ideologies and on the end of European hegemony. Within a framework that stresses the interdependency of the West and the Third World, the course analyzes the efforts of Asia, Africa, and Latin America to emerge from colonialism and economic dependency.

Junior Core

Science and Technology: Energy and Environment.

This course examines energy and its impact upon the environment in an interdisciplinary manner. The nature, sources and uses of energy in modern society will be examined, as well as the nature of ecological systems, and the impact of energy use upon the environment. Although the emphasis will be upon scientific and technological aspects, the

ethical, economic, and political ramifications of energy use and its environmental consequences will be examined as well. Films, laboratory experiments, and discussions will supplement lectures. Prerequisite: completion of all proficiency requirements, or permission of the core coordinator.

Human Values.

This course examines some important value questions and focuses on responsibility to self and others. It uses essays, short stories, plays, movies, and case studies to present instances of conflict among values. It emphasizes the identification of values and value perspectives and the importance of seeking resolutions to such conflicts. Prerequisite: completion of the language skills proficiency requirement.

Core Curriculum Policies

A freshman entering the College after the first term should enroll in the course offering during the Interim. She should enroll in Concepts and Composition and Advanced Composition during the succeeding year unless she sufficiently demonstrates writing proficiency to enter Advanced Composition during the spring term.

Transfer Students

All transfer students entering the college as sophomores or juniors will complete core courses as follows: students entering as sophomores in the fall term shall complete sophomore and junior courses; students entering as sophomores in the spring term shall complete the second half of the sophomore course and the junior courses; students entering as juniors in the fall term shall complete the junior core courses; and students entering as juniors in the spring shall complete the second half of the junior core.

Transfers whose status will change during the academic year, *e.g.*, from advanced freshman to sophomore and from advanced sophomore to junior, should enter the core course for the advanced class status.

Gateway Students

Gateway students with advanced freshman standing will be considered to be transfer students; as such, they will not enroll in Concepts and Composition in the fall. Gateway students without any advanced standing will fall into two categories: part-time students and full-time students. Part-time students should be encouraged to take another course prior to enrollment in Concepts and Composition. Full-time Gateway students without advanced standing should enroll in Concepts

and Composition in the fall of their freshman year.

Students on Leave

A student who participates in a study abroad program for one or two terms or in the Washington Semester Program must complete the Core courses she would have enrolled in had she remained on campus. A student who has taken a Leave of Absence for the purpose of enrollment in another accredited college or university is required to fulfill all Core requirements.

Grading

Core courses are offered on the Regular Grade basis only. The grade "F" will be used to indicate a student's failure in a core course. If a student fails a core course, she must retake and pass it or pass a suitable substitute acceptable to the Committee on Academic Standing. If a student fails a core course, she will be permitted to take the next course in the core sequence the following term unless the instructors of the failed course recommend that she not be permitted to do so.

Core Sequence

A student usually will take the core courses in their proper sequence, but she will be permitted to take concurrently two core courses with the approval of the Committee on Academic Standing. Exemption from a core course because of early graduation must be requested through a petition to the Committee on Academic Standing.

Withdrawal

A student will not be permitted to withdraw from a core course except for documented personal or medical reasons and with the support of the core instructor.

Skills and Proficiency Requirements

Instruction in basic skills, placement of students within the program, and administration of diagnostic and proficiency tests are supervised by the Center for Professional Development (see p. 27) and are intended to be an integral part of the core curriculum. Attaining an acceptable proficiency level in each designated skill area is designed to maximize growth and development in each of the seven core courses and in all college work. Testing is available to all students across the College. As a condition of junior status, all degree students are required to demonstrate proficiency in the following:

1. Writing Skills and Language Skills

- a) **Writing Skills:** This requirement is fulfilled by satisfactory completion of the Core courses Concepts and Composition and Advanced Composition. All students admitted to the College before Fall 1985, or students who have advanced standing or transfer status, may continue to satisfy the College's writing requirement by successfully completing either Expository Writing I or the English Proficiency Examination.
- b) **Reading and Vocabulary Skills:** All students are required to complete a college-administered reading and vocabulary examination. Freshmen are required to complete this examination while enrolled in Concepts and Composition, and Gateway and transfer students are required to do so within their first term at Chatham.

2. Mathematical Skills

Each degree student must demonstrate proficiency in mathematics equivalent to fulfillment of the prerequisites for Mathematics 106 (pre-calculus). Students demonstrate proficiency in one of the following ways:

- a) satisfactory performance on a college-administered mathematics proficiency examination;
- b) enrollment in, and the successful completion of, Mathematics 099, 101, 106 or 107;
- c) enrollment in the Mathematical Skills Program (non-credit), followed by satisfactory performance on the college-administered mathematics proficiency examination;
- d) an approved Summer School course in mathematics;
- e) approval of transfer credit for a pre-calculus course completed at another institution (note: students completing the equivalent of Mathematics 099 at another institution must pass the Chatham mathematics proficiency examination. Upon successful performance on this examination, the student may be given a .5 unit of credit.)

3. *Computer Literacy*

Students are required to demonstrate proficiency in the following computer skills: word processing, spreadsheet, data base, and bibliographic searching.

The computer literacy requirement is met in the following ways:

- a) successful completion of any of the course offerings in Information Science;
- b) satisfactory performance on a college-administered computer proficiency requirement;
- c) attendance at workshops (non-credit) given by the Computer Center, followed by satisfactory performance on the college-administered computer proficiency requirement.

Tutorial

The Tutorial, which is undertaken by the student during her senior year, is an extended independent project which acquires its focus from a continuing dialogue between the student and her Tutor. The study will usually be centered in the student's major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent readings.

The Tutorial, administratively, shall consist of two course units of internally related study, designed by the student and her Tutor, an appropriate faculty member. The Tutorial in an interdepartmental major must have the approval of the two departments, as must the balance of the interdepartmental program. The two course units will normally be consecutive, in two long terms, and conclude in the senior year. Only on the recommendation of the Tutor, and with the approval of the Committee on Academic Standing, may a student be permitted to complete both units in one long term or one unit during Interim.

The Tutorial Manual, which discusses Tutorial requirements, deadlines, and guidelines in depth, is available from the Office of Academic Affairs. Each senior should have an individual copy of the manual readily available for her perusal. Additional Tutorial regulations are outlined in this *Catalogue*; see page 47.

Departmental and Program Requirements

Departmental Majors: Major programs are offered in the following areas: Biology, Chemistry, Communication, Economics/Management (Economics, Management, International Business), English, Fine and Performing Arts (Music, Theatre, Visual Arts), History, Information Science, Mathematics, Modern Languages (French, Spanish), Philosophy and Religion, Political Science, Psychology (Psychology, Human Services Administration). Each department determines the requirements for its majors.

Interdepartmental Major: A major may be pursued through concentrated study in two related departments or programs. Such a major consists of a minimum of eight course units in each of the two departments or programs, exclusive of the Tutorial. Four course units in each department must be at the 200-level or above. Individual departments or programs may require specific courses in fulfillment of the above requirements. The Tutorial must integrate the subject matter of the two departments or programs. Such a major must be approved by both departments and supported by a letter from a full-time faculty member who has agreed to advise the student and to direct her program, particularly in the inter-relations of subjects to be studied.

Multidisciplinary Major: A major program may also be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and the monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty adviser concerning the selection of her major committee. The student prepares a proposal for her major which must include, but not be limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study which includes all courses which would apply to the major, and a bibliography which reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: 1) the major consists of no fewer than 12 course units, including the two units of the Tutorial; 2) no more than one independent study and one internship can be

applied toward the major; and 3) seven of the 12 course units must be at the 200-level or above.

Declaration of Major

Students are expected to declare their majors no later than the end of their sophomore year, using the appropriate form available in the Registrar's Office. Students who have not already declared their majors will not be allowed to register for the second term of their junior year until they do so. Students, of course, may change their majors at any time up to the senior year.

Minor Options: A student, at her option, may pursue a minor if she is majoring in one of the traditional departments or programs.

Departmental Minor: Such a minor consists of a minimum of six and a maximum of eight course units and includes a sufficient number of introductory and upper level courses. Internships and independent studies may be part of the requirements. There are no tutorial requirements as part of the minor.

College Minor: Such a minor is designed by faculty members or departments and focuses on a specialized field or area. A college minor is interdisciplinary in nature.

Academic Options and Resources

Academic Advising

The College's curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus, the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

All new students, freshmen and transfers, will be assigned to a faculty adviser. Such assignments will be made, as far as possible, on the basis of academic areas of interest in the case of transfer students, and on the basis of Core sections in the case of freshmen. A student may change her adviser at any time, although it is assumed that such a change will be done thoughtfully and purposefully.

Pre-Professional Advising

A student planning a career in the professions follows a special sequence of courses, and her progress is guided closely by specific faculty advisers and by the staff of the Center for Professional Development.

To prepare for the health professions—medicine, dentistry, veterinary medicine, public health—a student takes a series of biology and chemistry courses in addition to other specific requirements. She may decide to major in chemistry or biology, although she may pursue another major as long as she has completed the sequence of courses required for admission to a professional school.

The undergraduate degree program at Chatham College offers the student excellent preparation for law school admission. Chatham's liberal arts curriculum helps the student develop her ability to think, write, and speak precisely and effectively. Although law schools do not require a specific major, many students and faculty assume that one or more of the Social Sciences or Humanities will provide the best disciplinary background. However, as the practice of law becomes more complex, other majors become relevant for professionals in the field of law. Students who indicate an intent to apply for law school admission are assigned to the Pre-Law Adviser.

For a career in education, a student majors in her chosen field of interest rather than in education itself. In order to receive state certification as a teacher, she must complete a sequence of courses in the principles and practice of education (see p. 64). She will also be expected to participate regularly in field experience, including student teaching, during her course of study.

All pre-professional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and assists with the application process.

Center for Professional Development

The Center for Professional Development, located in the left wing of the Laughlin Music Building, is designed to provide comprehensive services to Chatham College students to cultivate skills and knowledge essential to academic achievement and working life.

Career Programs

Career planning is a process in which women are now involved throughout their adult life. Women today will spend years in the work force, so they must be prepared to change jobs and career directions several times. Knowing how to make decisions about life patterns and work and how to implement these decisions is important if life is to be satisfying and challenging.

During college years, career planning is largely a matter of gathering material about oneself, discovering the career fields that are available, and learning what skills are required for entry into the fields in which one is interested. Such planning does not commit a student to an unalterable course of action but, rather, makes her adaptable to changing circumstances. The Career Programs Office in the Center for Professional Development provides the student with a wide range of services to assist in self-assessment, exploration, and decision-making about careers and future schooling.

Career Counseling

Individual career counseling is available to all students during their years at Chatham. Periodically scheduling an individual session helps in long-range planning and enables the Career Programs staff to become familiar with individual student interests and goals. Appointments may be made through the Center for Professional Development.

DISCOVER is a computerized career-guidance information system available in the Chatham College Center for Professional Development. It allows a student to explore her own interests and values and to learn more about various occupations and educational programs. DISCOVER consists of several modules covering such topics as weathering change, self-assessment, identifying alternatives, gathering career information, making decisions, drafting educational plans and getting a job.

Recruitment

Recruiters representing businesses and other organizations visit Chatham each semester to interview seniors. Students interested in working for the kinds of organizations these recruiters represent find this an excellent

method of making contact. A number of graduate schools also send representatives to Chatham to talk with interested students.

Training and Development

The Career Programs component of the Center for Professional Development offers frequent workshops in resume writing, interviewing skills, and job-search strategies. Additional short courses and seminars in assertiveness, confidence development, listening skills, decision-making, time and stress management and other pertinent topics are open to all students.

Career and Job Fairs

In conjunction with a consortium of Western Pennsylvania colleges and universities, the Center for Professional Development sponsors a Connections Career Fair on campus during the fall semester of each academic year. In addition, the Center for Professional Development works with other colleges and universities to sponsor the WESTPACS Job Fair and participates in the Pittsburgh Educational Recruiting consortium held off campus each spring.

Internships

See p. 29.

Interact: The Chatham Mentor Program

Statistics show that most successful professional women have had a mentor at least once in their careers. Chatham College believes that such a relationship can be important in facilitating the transition from college student to working woman. Through Chatham's Interact Mentor program, junior and senior students are matched on a one-to-one basis with women professionals from a wide variety of careers.

The Interact Mentor provides the student protege with knowledge, expertise, understanding, and contacts with other working women. The participating student has an opportunity to develop a realistic view of what it is like to be a professional in a particular career field. She can see the directions a career path may take, and be able to make better-informed choices about job opportunities and further study. Together, these Mentor-student pairs are part of a larger collective effort. They become a network of women working together for the benefit of all.

Career Resource Library

In order to assist students with career development plans, the Center for Professional Development maintains an extensive, well-organized and current Career Resource Library, which has been designed to support principles of individualized and self-directed career planning.

The library is divided into seven work stations, each of which contains a user's guide with instructions on what information may be obtained and how it may be utilized. Information in the stations has been clustered around specific segments of the career development process. The stations may be used in sequence if a student needs the entire development process, or they may be accessed individually for a specific need. The library also contains current job postings for both local and national markets.

Information in the library covers the entire career development and planning process. Whatever the need — self-assessment, decision-making, resume and cover letter guidance, information on occupations or schools, changing careers or job search skills — the Career Resource Library addresses a wide variety of concerns for students.

Interim

The College calendar consists of two terms of 14 weeks each and a four-week Interim in January. The Interim provides an opportunity to carry out unusual and experimental programs of study, both on- and off-campus. Each student must participate in at least two Interim sessions during her four years at Chatham and may enroll for only one course per Interim. The Interim offers students a variety of options, including Chatham courses on- and off-campus, traditional independent studies, internships, courses at other 4-1-4 colleges, and study abroad.

Internships

The Chatham College Internship Program enables a student to acquire first-hand experience at a work site, experience which is related to her academic studies and to her career plans. Each student undertaking an internship does so through the Center for Professional Development with the sponsorship of a faculty member to guide her in setting goals and developing criteria for evaluating the experience. The staff of the Center assists the student in identifying an appropriate internship site.

Chatham students have had internships with numerous local and distant organizations, including corporations, hospitals, banks, social service and government agencies, publications, radio and television stations, and

law offices. Requests for interns exceed supply, attesting to the respect with which this credit-granting program is seen by the community. Internships may be held during any term, although the majority of students prefer the Interim concentration; freshmen normally are not permitted to hold internships. Internships may be taken on a Pass/Fail basis only.

Independent Study

Independent study options are available in all academic departments, but the student may enroll in no more than one independent study per term for a maximum of ten independent study units during her academic career. Credit values for independent study are .5, 1, or 1.5 course units.

Cross-Registration

Students at Chatham College may avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Community College of Allegheny County, Duquesne University, LaRoche College, the University of Pittsburgh, Robert Morris College, Pittsburgh Theological Seminary, and Point Park College form the Pittsburgh Council of Higher Education (PCHE). The Council sponsors many inter-institutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

Cross-registration permits full-time students at any of the ten PCHE institutions to take courses at any other PCHE institution without the payment of an additional tuition charge. Full credit and grade will be transferred to the home institution. Each qualified student usually may enroll in no more than one course off-campus in any one term under this program. A freshman also may cross-register provided that the course is not available at Chatham, that she can fulfill any prerequisites, and that her faculty adviser and the Associate Vice President for Academic Affairs approve.

Study Abroad

Any student may study abroad for credit in programs approved by the Committee on Academic Standing. Study abroad may take place during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs are available for all classes. The Committee does not require any particular grade standard, since the student's eligibility to apply is determined by the grade standards of the specific program. To be

approved by the Committee, however, the program of study abroad must be sponsored by an accredited United States college or university. Chatham itself does not sponsor any full-time or full-year study abroad programs but regularly offers Interim study abroad with Chatham professors.

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs but no later than April 1 for programs which begin in the fall. Further information and the Chatham application form are available from the Coordinator of the Study Abroad Program.

Semester In Washington

Juniors with a satisfactory academic record and a desire to do independent field work and research are eligible for a seminar in residence at The American University in Washington, D.C. Students may choose the

- a) Washington Semester, with a focus on American national government;
- b) Urban Semester, with a focus on urban and metropolitan problems;
- c) Foreign Policy Semester, with an emphasis on the formation of the United States foreign policy;
- d) International Development Semester, with an emphasis on developing nations;
- e) Economic Semester, with a focus on the formation of economic policy; or
- f) Science and Technology Semester, with a focus on environmental and technological concerns of modern society.

Students usually receive four Chatham course units for the programs, which are open to students from all disciplinary backgrounds.

Library Resources

In addition to the Career Resource Library and 130,000 volumes and 600 periodicals available at the Chatham College Library, students have regulated access to other library resources. Through the Library's participation in the Pittsburgh Regional Library Center, Chatham students may use the resources of other college libraries, notably Hill-

man Library at the University of Pittsburgh, Hunt Library at Carnegie-Mellon University, Grace Library at Carlow College, the Robert Morris College Library, and the library system at Community College of Allegheny County. Students also may request books through interlibrary loan, as well as receive a personal borrowing card for the Carnegie Public Library and its branches. Other libraries open for research and specialized study include Allegheny County Law Library, Carnegie Museum Library, Historical Society of Western Pennsylvania Library, Hunt Botanical Library, Pittsburgh Press Library, Pittsburgh Theological Seminary Library, Western Psychiatric Institute Library, and the United States Bureau of Mines Library.

Computer Resources

Computer use is encouraged in all Chatham departments, both academic and administrative. The College Computer Center, located in the Jennie King Mellon Library, is equipped with a Digital Equipment Corporation (DEC) PDP 11/44 and a DEC MicroVax II minicomputer, a large student computer lab, and a classroom with personal computers. The classroom has an IBM-PC at each student workstation, and the instructor's IBM-XT screen can be projected onto a large screen for demonstrations of applications. Designed to encourage experimentation, the laboratory has IBM-PCs and IBM PS/2s networked by a 3Com Ethernet LAN making a variety of software readily available to the students. Also in the lab are Apple MacIntoshes, terminals linked to the PDP 11/44, and Hewlett Packard workstations with high resolution graphics capabilities. At other campus locations are more than 120 microcomputers for the use of students, faculty, and administration. The Computer Center staff frequently conducts workshops on a variety of popular software packages.

Summer Study

A student who wishes to receive credit for summer study at another institution of higher learning must obtain, in advance of study, an approval of both the course work to be taken and the institution where it will be taken. Application for approval should be filed with the Registrar prior to May 1. No student may register for an independent study or tutorial during the summer at Chatham.

Experiential Learning Credit

Experiential Learning Credit is granted for an equivalent academic experience which an individual has gained through employment, job training, or other situations which academic departments believe to meet the requirements for granting College credit. Upon the recommendation

of the appropriate department and with the approval of the Committee on Academic Standing, degree candidates may be granted Experiential Learning Credit. The student must have had these experiences before enrolling at Chatham. A degree student must apply for Experiential Learning Credit prior to her completion of eight course units at Chatham and/or in transfer and may earn a maximum of eight course units. Students seeking Experiential Learning Credit should discuss their intent with the Associate Vice President for Academic Affairs.

College Level Examination Program (CLEP)

Chatham currently awards up to nine course units for satisfactory performance on the College Level Examination Program (CLEP) tests. The five general academic areas are English Composition, Mathematics, Social Sciences and History, Natural Sciences, and Humanities. A student is advised to take the examinations early in her academic program, and she is required to complete them prior to having earned the equivalent of eight course units either through transfer credit or through the combination of transfer credit and course work taken at Chatham.





Student Life and Services

An important aspect of a Chatham education is the learning which takes place outside the classroom. Complementing the academic curriculum is a comprehensive program of activities and resources which serves to facilitate each student's personal growth and development. Participation in these activities not only strengthens and adds balance to the academic program but also promotes interaction among students, faculty, and staff.

Being a Chatham woman means being an active, involved member of one's community, now and in the future. Students are urged to select at least one major activity with which to become involved each year. One of the important benefits of attending Chatham is that all activities are easily available to all students, and opportunities for leadership abound.

Dean of Student Affairs

The Office of the Dean of Student Affairs coordinates all non-academic aspects of student life. The objective of this office is to provide a cohesive program of activities and services to meet the extra-classroom needs of Chatham students. The Dean of Student Affairs also is available for confidential discussions on personal matters and offers guidance to individual students, both in identifying and articulating problems and also in choosing the appropriate source of help.

Office of College Programs

The Office of College Programs provides the Chatham community with a variety of social, cultural, educational, and recreational opportunities. In addition, the office coordinates leadership training, serves as the main clearinghouse for all student programs, and acts as a resource center for student organizations.

Throughout the year, there are many activities planned by Chatham Student Government, residence hall councils and other student organizations. Among these activities are movies, parties in residence halls, and dances in the dining hall. Annual Chatham traditions include Fall Fling, Activities Fair, Halloween Party and Haunted House, Fickes Eggnog Party, Candlelight Holiday Concert, Song Contest, Senior-Faculty Dinner, and Spring Weekend.

Students are encouraged to take advantage of the wide range of social and cultural events in Pittsburgh. The Office of College Programs offers subsidized tickets to many of the major city events, including Pittsburgh Symphony concerts and theatre productions. During evening hours, the College operates a mini-bus service to Oakland so that Chatham students can more easily use the facilities and participate fully in the social life of neighboring colleges and universities.

Student Organizations

At Chatham students play an active role in developing College policy, governing their personal lives, and organizing and promoting recreational, social, and cultural programs. The Chatham Student Government (CSG) is the official governing board for student-related issues and the official representative of the student body. All Chatham students are members of CSG, and all student organizations fall within the responsibility of CSG. These organizations reflect a wide diversity of interests and talents, including the Biology Society, the Coffee House, Black Student Union, the orientation committee, the Big Sister Program, and the Gateway Student Association.

Publications

The College's campus newspaper, *The Communique*, is open to all who have an interest in journalism. There also is an annual literary magazine, *The Minor Bird*, and the College yearbook, *The Cornerstone*.

Performing Groups

Students with dramatic or musical abilities have a number of ways to develop their talents. They may write, stage, direct, or act in Theatre Department productions during the academic year, which are presented in Chatham's Eddy Theatre or in the experimental theatre-in-the-round PLAYroom. The Chatham Touring Company regularly performs at various Pittsburgh locations during the spring term. Students also may audition for the College Choir, which participates in campus events, presents its own fall and spring concerts, and through its tours reaches an audience which extends beyond Pittsburgh.

Athletics

Chatham recognizes the importance of participation in physical activity as part of the college experience. The athletic program includes inter-collegiate teams in tennis, volleyball, and field hockey. In addition to the varsity program, the athletic office sponsors club sports and schedules student use of the gymnasium, dance studio, tennis courts, and weight room. Chatham also has an active intramural program, including competitions between faculty teams and student teams. "Sealabration," the Chatham Wellness Program, also comes under the direction of the Athletic Department.

Residential Life

Each Chatham residence hall has a resident director, the Head Resident, who provides counseling and who works with the house council to arrange social and educational activities within the house. In addition, each house has Resident Assistants, undergraduates who play an essential role in helping their peers to succeed at college. By reaching out as a friend and supportive resource person, the Resident Assistant is able to have a positive effect on a student's initial and ongoing response to the college environment and experience.

Commuting Students

Although primarily a residential campus, a large number of students commute to campus each day. Between classes, commuting students relax or study in the Commuter Lounge in Mellon Center or the all-campus lounge in Falk. They often join residential students for lunch in the dining hall at a nominal fee. Commuting students are encouraged to participate fully in the wide range of activities and programs. The Day Students' Association and the Gateway Student Association each have a representative in the Chatham Student Government.

Parking

Because Chatham has only limited parking available, only those residential students who are seniors or second semester juniors may register their cars and park them on campus during daytime hours. All other residential students should either leave their cars at home or plan to park them off campus. Exceptions to these rules are made only by the Dean of Student Affairs. All commuting students may park on campus.

Student Health

The Student Health Service at Chatham offers treatment for general medical, gynecological, and orthopedic problems. The College maintains an infirmary on campus under the direction of the College physician and a registered nurse. A physician is available each weekday during specified hours and is on call for emergencies when contacted by the College nurse. Chatham's physicians are affiliated with Shadyside Hospital's Family Health Center.

All students are required to carry health and accident insurance. Any student not having such a plan can purchase one through the College.

Counseling Services

Individual counseling is available to any student who is experiencing personal, social, family, or academic problems. The Director of Counseling is a clinical social worker who has had extensive experience counseling college students. Counseling is viewed as aiding a student's personal growth and development so that she can derive the maximum benefit from her college experience. Services provided by the Director of Counseling are without charge to the student.

When appropriate, referral to other services is made. The Director of Counseling assists students in obtaining treatment from a private therapist or with off-campus support groups. Psychiatric counseling is available, with a fee, through the College's consulting psychiatrist.

Security

The Chatham College Security Force is in charge of all aspects of campus safety and security, including parking. The Security Office, under the direction of a Director of Security, operates on a 24-hour-per-day basis and is located in Woodland Hall.

Student Rights, Privileges, and Responsibilities

Students, as citizens, have the basic rights guaranteed under the United States Constitution. These rights, including the freedoms of expression, assembly, inquiry, and security against unreasonable searches and seizures, are based on the assumption that students are rational adults, behaving in a reasonable manner with intellectual independence, personal integrity, honesty in all relationships, and consideration for the rights and well-being of others. Students, as members of an academic community, have the privilege to engage in the academic enterprise, participate in cocurricular activities, and reside in a unique living situation which enhances their moral and educational development and

which fosters a sense of community. All members of the Chatham community are expected to conduct themselves with integrity in personal and academic affairs and to serve the best interests of the entire community.

The recognition of rights and the granting of privileges by the College requires, in turn, responsibilities on the part of the students. These include, in the academic sphere, acknowledgement of the scholarship of others and the responsibility of relying on one's own work and not that of others; in the social sphere, the student must respect the laws of the Commonwealth of Pennsylvania and the nation, and each individual should act so as to ensure the rights, welfare, and security of others.

In accepting admission to Chatham College, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules which are considered by the community as part of its Honor Code. Each year at Opening Convocation each student reaffirms her commitment to the Honor Code.

As part of the educational process, the normal patterns and procedures of the Student Judicial System are delegated to a student board, although final authority for student life lies with the President and the Board of Trustees. The right to summary suspension or dismissal in severe or emergency cases, subject to appeal, is reserved for the President of the College or the President's delegated authority. The College provides a forum for students subject to disciplinary proceedings; such proceedings are governed by the rules and regulations outlined in the Student Handbook. Students with academic grievances should confer with the Vice President for Academic Affairs.

The Family Educational Rights and Privacy Act of 1974 gives students the right to review all materials and records which are maintained in their official files. Requests to review records will be honored within 45 days of the date of request. In addition, student records including transcripts, letters of recommendation, etc., will not be released to persons outside the College without written authorization by the student.



Academic Regulations

Academic Credit

The course unit is the unit of academic credit for all courses offered either in the term or the Interim. One course unit, for purposes of evaluation outside the College, is equivalent to 3.5 semester hours. Courses are valued at .5, 1, 1.5, or 2 course units according to their listing in this *Catalogue*. Thirty-six course units are required for graduation.

Academic Load

The normal academic load is 9 units per year. The minimum normal load is 7 units per year. Students with programs below this limit will be considered part-time and will also be charged on a per-unit basis. A program of 5 or more course units in any one term is considered an academic overload. To qualify to take such an overload, a student must be academically well above average. Her grade point average may qualify her automatically or she may petition the Committee on Academic Standing for permission.

Grades

The grades in use are:

A, A-	= Excellent.
B+, B, B-	= Good.
C+, C, C-	= Satisfactory.
D+, D, D-	= Minimal performance. No more than 4 course units of D can be credited toward the degree. The LP (Low Pass) is equivalent to a D for this purpose.
F	= Unsatisfactory performance; no credit.
NG	= No credit.
I	= Incomplete work in a course.
W	= Withdrawal from course with no penalty.

The Registrar reports all grades and credits earned to all students and their advisers at the close of each term.

Schedule Changes

Adding and Dropping Courses. Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date. With the approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first three weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first week of the Interim. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

After the prescribed deadlines, all requested course changes must be approved by the Committee on Academic Standing, the course instructor, the faculty adviser, and the Associate Vice President for Academic Affairs. Procedures for adding and dropping courses past the deadlines can be obtained from the Associate Vice President for Academic Affairs and the Registrar. In all cases, a fee of \$10 will be charged for any authorized course change occurring after the prescribed deadlines.

Incomplete Grade. The incomplete or "I" is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. The approval of the Associate Vice President for Academic Affairs is required. Incomplete grades will not be granted for Interim courses. In order to remove an "I" grade, a student must complete all required work in the course by the end of the first four weeks of the following long term. Failure to do so automatically results in failure in the course. Incomplete grade requests must be submitted by the last day of classes.

Withdrawal from Courses. The use of the "W" grade is limited to unusual circumstances which can be documented in writing and which prevent the student from completing the work of a course. A withdrawal period of eight weeks has been designated during which a withdrawal grade may be issued provided that the withdrawal form is signed by the Associate Vice President for Academic Affairs, faculty adviser, and course instructor. The signed form must be submitted to the Associate Vice President for Academic Affairs.

After the withdrawal period has elapsed, the course instructor is required to issue an "F" or other appropriate grade for a student who has not completed the course. The Associate Vice President for Academic Affairs is empowered to issue a withdrawal grade after the withdrawal

period in the event of illness or extreme personal emergency, provided that the student supplies supporting documentation.

Pass/Fail System

The student, with the guidance of her adviser, may decide to take a course on a Pass/Fail basis rather than under the traditional grading system. Pass/Fail can relieve some of the academic pressure a student may encounter and permit her to explore new fields or new levels of knowledge without apprehension about grades.

Students choosing to take courses on a Pass/Fail basis will be graded as follows:

P = Pass, minimal value C

LP = Low Pass; equivalent to D

F = Unsatisfactory; no credit.

At registration, the student declares her intention to take a course on the Pass/Fail basis. She may change this option during the first two-week period of the term. An "F" earned in a Pass/Fail course is calculated in the grade point average.

For a few courses, especially some offered during the Interim, instructors give only Pass/Fail grades. For a few other courses required for certification by outside agencies, the Pass/Fail option is not available. For a cross-registered course, the student must declare her option to the Chatham Registrar within two weeks of the beginning of the course; otherwise, Pass/Fail enrollment in a cross-registered course is subject to the rules of the host school. Internships may be taken on a Pass/Fail basis only.

Exemption from Course

A student may be exempted from a current Chatham course if she has satisfactorily shown the department that she has fulfilled the main objectives of the course. However, no credit is awarded for such an exemption.

Credit by Examination

A student may also earn credit for a course by demonstrating superior achievement in a special written or oral examination. A student may NOT receive credit by examination for:

1. a course which she has failed;
2. a course for which she already has received credit;
3. a course for which she is presently registered after the third week; or
4. a Core course.

No more than four course units by examination may be applied toward the degree.

To take an examination a qualified student must pay an application fee of \$25 and have the permission of the instructor of the course in consultation with the other members of the department and the Associate Vice President for Academic Affairs. For an additional fee of one-half the per unit tuition the course is placed on the student's transcript with the notation "Credit by Examination." The course is recorded after the student has successfully completed the examination. No more than four credits by examination may be applied toward the degree. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board (see p. 111).

Auditing Courses

Full-time students may audit a course with the permission of the instructor. The student decides whether or not the audit will be recorded on her transcript. If the student wants to have the audit entered on her transcript, she must meet the same course requirements as students who take the course for degree credit. She must also have the qualifications needed to take an academic overload, if applicable. The option is restricted to Chatham courses; it does not include independent study. A non-refundable fee of \$25 will be charged for each recorded audit.

Work in Absentia

Work done *in absentia* will be credited if it has the prior approval of the responsible department or faculty committee and the Associate Vice President of Academic Affairs. In the case of Interim courses, *in absentia* work must be approved by the Associate Vice President of Academic Affairs.

Terms of Study

Chatham College Honor System. The student shall be responsible for maintaining the academic standards of the College as required by the faculty, the Committee on Academic Standing, and the institution's honor code. Under the Chatham College Honor System, students are expected to be honorable in all academic situations. Integrity in academic matters requires intellectual independence in all types of college work. This independence, of course, does not discourage desirable kinds of cooperation among students such as discussions on outside work as long as the help is a constructive aid in learning. Honesty also demands that due credit be given for any source material. Academic honor includes the student's responsibility not only to refrain from giving or

receiving aid on an examination but also to maintain the best conditions for effective work. In accepting admission to Chatham College students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules which are considered by the community as part of its honor code.

Attendance. Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. To get the fullest benefit from her courses, she must participate fully. This implies attending regularly, completing work on time, and making up work missed because of emergency absence.

Final Examinations. Unexcused absence from an examination results in a failure in the examination. The Director of Counseling or the Associate Vice President for Academic Affairs will excuse absence only in the case of illness or other serious emergency.

Academic Standing. Each student's progress is reviewed at the close of each term. Her academic standing—the level of advancement she has reached, the quality of the work she has completed—should be satisfactory. The required grade point average for freshmen is 1.8 and for sophomores, juniors, and seniors 2.0. Failure to meet the required GPA or failure of a full-time student to complete seven course units within one academic year automatically places a student on probation. A student may continue on probation for two consecutive terms. Continued inability to maintain the required GPA after two consecutive terms normally results in a Mandatory Leave of Absence for at least one fall or one spring term. Individual consideration is given to each student experiencing academic difficulty. No student will be asked to take a Mandatory Leave of Absence without probation unless she has ceased to make an effort to maintain her studies. The Committee on Academic Standing conducts grade reviews, and the Associate Vice President for Academic Affairs notifies the student and her adviser of any action taken.

Grade Point Average. A student's grade point average is calculated after the completion of each term; both cumulative and term grade point averages appear on the student's grade report. Pluses and minuses are included in this calculation. If a student repeats a course, both grades earned are counted in the grade point calculation. If a student earns an "F" grade in a course taken on a Pass/Fail basis, the "F" is included in the grade point calculation.

Dean's List. To qualify for the Dean's List, a full-time Chatham student

must maintain an average of 3.50 or above. Part-time students (two course units) who maintain an average of 3.50 will receive a letter of commendation.

Departmental Honors. Departmental Honors are awarded at graduation to those students who have distinguished themselves in their major field, interdisciplinary area, or multidisciplinary concentration. These honors are awarded at the discretion of the student's department or adviser and are approved by the Chatham faculty.

College Honors. College honors are also conferred at commencement as follows: *cum laude*—a cumulative average of 3.5 to 3.74; *magna cum laude*—a cumulative average of 3.75 to 3.89; and *summa cum laude*—a cumulative average of 3.9 to 4.0. A student must complete a minimum of 18 course units at Chatham in order to qualify for consideration for overall honors. A student who has taken 18 to 23.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 15 letter-graded Chatham course units, exclusive of internships. A student who has taken 24 to 29.5 course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 20 letter-graded Chatham course units, exclusive of internships. Finally, a student who has taken 30 or more course units at Chatham is eligible for consideration for overall honors only if her record includes a minimum of 25 letter-graded Chatham course units, exclusive of internships. A student who has been readmitted to Chatham College after an absence of five years or more will state at the time of her readmission whether or not she wishes to have grades earned in her earlier attendance at the College count in the computation of her grade point average for the purposes of awarding honors. Letter grades received for Internships taken prior to Fall 1985 are not included in the GPA calculation which determines college honors.

Other Awards. Special awards also are presented at Closing Convocation each spring to students who have excelled academically and have made outstanding contributions to College and community affairs. Announced too at Closing Convocation are new members of Phi Beta Kappa, Omicron Chapter, and Mortar Board.

Transcripts. Graduates and students are entitled to one transcript of their College record without charge. Each additional transcript costs \$3, which is payable at the time the request is submitted. Requests for transcripts should be directed to the Office of the Registrar.

Tutorial Regulations

The final copies of the Tutorial are due in the office of the Associate Vice President for Academic Affairs at the end of the eleventh week of the second term of the tutorial enrollment. The Associate Vice President will distribute the final copies to the members of the board by the following day. If it seems possible that a Tutorial will not be completed by the end of the eleventh week, the tutee will prepare a petition requesting an extension from the Committee on Academic Standing. A petition for extension will be accepted until 5:00 p.m. one week before final copies are due. This extension, if approved by the Committee, will not be granted beyond the last day of classes. Failure to deliver the final copies of the Tutorial, or a petition requesting an extension according to the schedule above, will result in an automatic "F" grade in the Tutorial.

At the end of the first term, the Tutor grades the student's work. This grade does not become part of the student's permanent record unless a grade of "F" is assigned for the second term and the Tutorial is not subsequently satisfactorily completed. Upon subsequent satisfactory completion of the second term a single grade will be given for both terms which will replace the previous grade for 603 (the first term). The previously assigned failing grade for the second term will remain a part of the student's permanent record.

Leaves of Absence

Medical

On the recommendation of the college physician to the Director of Counseling or Associate Vice President for Academic Affairs, a medical leave of absence for a stated period of time may be considered rather than a medical withdrawal in certain types of illness or injury. (When circumstances warrant, the College has the right to require a student to take a leave of absence.) A student requiring a medical absence should consult with the Director of Counseling for assistance.

Voluntary

A voluntary leave of absence may be granted from the College for participation in an approved study-away program; for study abroad; for study at another college or university in the United States; for purposes of work, travel, and other non-academic experience; for health; or for personal reasons. If a student plans to be absent temporarily from the College, she may request a leave of absence for a stated period of time from the Committee on Academic Standing through the Associate Vice President for Academic Affairs. She should explain her reasons and plans for this absence in a letter to the Committee. If the leave is

granted, the student may return to the College at the stated time without applying for readmission. If necessary, an extension of the leave may be granted. The student is expected to notify the Associate Vice President for Academic Affairs and pay the \$150 deposit by April 20 prior to a fall return or by December 1 prior to an Interim or spring return. If the student needs financial assistance in order to return, she will be given full consideration. Application should be made to the Financial Aid Office.

Mandatory

Chatham College reserves the right to request a student to take a leave of absence following a review by the Committee on Academic Standing. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student whose scholarship proves unsatisfactory, whose presence in any way jeopardizes the ideals and standards the College seeks to maintain, or whose medical circumstances prevent her from making satisfactory progress toward the degree. In all cases, the student and, when appropriate, the parents or guardian will be notified of this action.

A student may request reinstatement after being away from the College for a specified period of time through a written statement to the Committee on Academic Standing. The written statement should include evidence of a serious commitment to academic study. Specific conditions of reinstatement may be imposed by the Committee on Academic Standing; the student and, when appropriate, the parent or guardian will be notified of these conditions. For the first term following reinstatement, the student's academic standing will be probationary.

Withdrawal from the College

A student who wishes to withdraw from the College during the academic year must complete the Notice of Withdrawal form, which requires authorization from her parent or guardian, in the case of a dependent student. She then submits the form to the Associate Vice President for Academic Affairs. Her official withdrawal date is the day on which the form is received. Refund of a student's initial \$50 deposit will be made only after the Notice of Withdrawal form has been received. Upon the recommendation of the College physician, the College may request a student to withdraw for reasons of health. Students who return to the College after withdrawal (except those on Leaves of Absence) must reapply and be reaccepted for admission. Requests should be sent to the Dean of Admissions and Enrollment Management along with a \$15 Application fee.

Courses of Instruction

Courses listed within the *Catalogue* are subject to change through normal academic channels: new courses and changes in existing course work are initiated by departments or programs and are approved by the appropriate academic officials and committees. Some courses are offered on an alternate schedule, and the College reserves the right to cancel or reschedule courses for enrollment, staffing, or other reasons. Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours). A student who does not meet course prerequisites may petition the instructor concerned for written permission to enter the desired course.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor(s)

6 = Tutorial

5 = Independent Study

4 = Course open to seniors only; to others with permission of instructor

3 = Course open to juniors and seniors only; to others with permission of instructor

2 = Course open to sophomores, juniors, and seniors only; to freshmen with permission of instructor

1 = Course open to any student, provided that stated course prerequisites have been met

0 = Course fulfills proficiency requirement.

Core Curriculum

Freshman Core

101. Concepts and Composition.

This course will consider some basic concepts: orders of magnitude, chronology and causation, coordination/opposition, subordination, sets and subsets, interpolation, extrapolation, statements and illustration, validity and proof. It will cover grammar as a mechanism designed to convey these concepts, and it will use several strategies of inquiry as ways of generating and organizing information. Frequent short essays will test the student's mastery of the concepts and control of the language's ability to express them.

100. Gender Roles.

This course is designed to provide the students with knowledge and ideas that will assist them in learning to assume responsibility for their own lives and to exert control over those lives as morally autonomous adults. This course is the Freshman Interim requirement.

102. Advanced Composition.

Advanced Composition will serve as a review of writing and thinking skills as well as an introduction to the conventions and methods of each academic division.

Sophomore Core

201. The West and the World I.

The interrelationship of civilizations in the modern world is the focus of this course. It examines the development and reasons for Western hegemony and the impact of Western empire building upon non-Western societies. Political, economic, ethnological, and cultural aspects of this imperialism will be investigated.

202. The West and the World II.

This course sketches the economic, political, and cultural contours of the twentieth century world. It focuses on the challenges posed to liberal capitalism and democracy by competing ideologies and on the end of European hegemony. Within a framework that stresses the interdependency of the West and the Third World, the course analyzes the efforts of Asia, Africa, and Latin America to emerge from colonialism and economic dependency.

Chatham Abroad

Beginning in 1992, all Juniors at the College will have the opportunity to travel and study abroad during the January Interim term. The students, accompanied by at least two faculty members, will take courses in one of several foreign countries. These courses will be planned and supervised by Chatham professors and carry a full unit of credit. This program was designed as a response to the emerging global economy and internationalization of communications.

Junior Core

301. Science and Technology: Energy and Environment.

This course examines energy and its impact upon the environment in an interdisciplinary manner. The nature, sources and uses of energy in modern society will be examined, as well as the nature of ecological systems, and the impact of energy use upon the environment. Although the emphasis will be upon scientific and technological aspects, the ethical, economic, and political ramifications of energy use and its environmental consequences will be examined as well. Films, laboratory experiments, and discussions will supplement lectures. Prerequisite: Completion of all proficiency requirements, or permission of the core coordinator.

302. Human Values.

This course examines some important value questions and focuses on responsibility to self and others. It uses essays, short stories, plays, movies, and case studies to present instances of conflict among values. It emphasizes the identification of values and value perspectives and the importance of seeking resolutions to such conflicts. Prerequisite: completion of the language skills proficiency requirement.

Biology

Broad curriculum with exposure to all major areas of biology. Intensive preparation for graduate and professional study or entry-level positions. Course and career preparation in areas including pre-professional, medical and health-related, and environmental. Secondary education certification in Biology.

Major Requirements:

For a B.A. degree, 13 units are required including the following courses: Biology 143, 144, 224, 317, 351, 352, 603- 604, one lecture-laboratory course in introductory chemistry, and one lecture-laboratory course in organic chemistry. Biology 143 and 144 may be exempted on the basis of Advanced Placement or satisfactory performance on the exemption examination. In addition, a minimum of one course unit must be taken from two of the following three areas:

Area I: Biology 221, 335, 307

Area II: Biology 201, 203, 204, 258

Area III: Biology 216, 226, 227, 248

Elective courses numbered 200 and above without an area designation also count toward the major.

For the B.S. degree, 17 units are required. In addition to the specific courses listed for the B.A., a minimum of one course unit must be taken from each of the three areas (I, II, and III), plus three additional course units in mathematics, chemistry, physics, or a related science area. One year of organic chemistry, physics, and calculus is strongly recommended.

Interdepartmental Major Requirements:

8 course units in biology including Biology 143, 144, 351, 352 plus Biology 603-604 or the equivalent in the cooperating department.

While encouraging students to take internships in their areas of interest, no units of internship may count toward a major, interdepartmental major or minor in biology.

Minor Requirements:

7.5 course units in biology which satisfy the following requirements: 2 units of general biology, 1.5 units of animal science, 1.5 units of genetics, 1.5 units of botanical science, and 1 unit of elective which must be approved by the Biology Department. Chemistry is not required for the minor, but the Biology Department strongly recommends that at least one unit of chemistry be completed.

Non-Major Course Offerings:

Courses numbered in the 100s may be taken by any student and no prerequisites are required. Exclusive of Biology 143 and 144, these courses will not count towards the major in biology. The courses in the 100 series are Biology 123, 124, 141, and 153.

Courses

123. Nutrition.

An introduction to the science of nutrition. Consideration will be given to the nutrients—their composition, functions, and sources. Human physiology, including digestion, metabolism, and excretion will be covered, along with special nutritional needs throughout the life cycle. Integrated with this basic information will be special topics pertaining to diets, organic foods, preservatives, pesticides, world hunger, and other current concerns.

124. Food: Production, Politics, and People.

An examination of the problems and progress in the general area of world food production. Topics to be examined will

include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food.

143. Introduction to Molecular and Cellular Biology.

This first course in the introductory biology sequence is designed to provide a broad overview of current biological concepts, including cell structure, function, division and basic genetics. Biologically important molecules are also presented. It is recommended, but not required, that this course be taken before Biology 144. This course is a prerequisite for all upper-level biology courses. Three hours of class and two hours of laboratory per week.

144. The Organism.

This second course in the introductory biology sequence provides a general survey of animals and plants at the organismic level, with emphasis on their evolution and on their various physiological processes such as respiration, circulation, digestion, and reproduction. It is recommended, but not required, that this course be taken after Biology 143. This course is a prerequisite for all upper-level biology courses. Three hours of class plus two hours of laboratory per week.

153. Human Genetics.

An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some detail, the course is not designed as a substitute for the basic course in genetics.

201. Invertebrate Zoology.

A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1.5 course units. Prerequisites: Biology 143, 144.

203. Comparative Chordate Anatomy.

A study of the morphology of the chordates, with an emphasis on the structural differences and similarities that have evolved among the vertebrate classes. Three class meetings plus four hours of laboratory per week. 1.5 course units. Prerequisites: Biology 143, 144.

204. Developmental Biology.

A study of the embryonic and post embryonic development of animals and plants, examining their morphogenesis, growth, and mechanisms of differentiation. Special topics such as cancer, regeneration, cloning, hormones as mediators of development and developmental genetics will be covered. Three class meetings plus four hours of laboratory per week. 1.5 course units. Prerequisites: Biology 143, 144.

216. Freshwater Biology.

The functioning of standing and running freshwater ecosystems will be examined with emphasis on the productivity, energy and nutrient flow, chemical and physical parameters, and the flora and fauna of such habitats. The management, maintenance, preservation, and pollution of these systems will also be considered. .5 course unit. Prerequisites: Biology 143, 144.

219. Immunology.

A study of the basic principles of immunology including evolution, development and functions of the immune systems, and applications such as allergy, autoimmune diseases, transplants, and tumor immunology. .5 course unit. Prerequisites: Biology 143, 144.

221. General Microbiology.

The study of fundamental characteristics of bacteria and related microorganisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. 1.5 course units. Prerequisites: Chemistry 101 or 103 and Biology 143, 144.

222. The Biology of Disease.

Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental, and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy, and public health. Prerequisites: Biology 143, 144.

224. Botany.

The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1.5 course units. Prerequisites: Biology 143, 144.

226. Toxicology.

An introduction to toxic substances, the classification, entry into living systems, mode of action and fate. Various living systems will be considered from the subcellular to the ecosystem level. Prerequisites: Biology 143, 144 and Chemistry 101 or 103.

227. Water Pollution.

Readings and discussions of some of the biological, social, economic, and political problems associated with water pollution. Expert speakers from industry, the press, state and federal agencies, and academia will be invited to participate. Field trips will be part of the course. One two-hour meeting per week plus two hours of scheduled discussion. Prerequisites: Biology 143, 144 or permission of the instructor.

248. Ecology.

A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1.5 course units. Prerequisites: Biology 143, 144.

258. Histology.

A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1.5 course units. Prerequisites: Biology 143, 144.

307. Endocrinology.

A survey of the structure and functions of vertebrate endocrine glands, with major emphasis on the physiological processes controlled by hormones. Three class meetings plus four hours of laboratory per week. 1.5 course units. Prerequisites: Biology 143, 144.

317. Genetics.

A study of the modern concepts of the gene. Lectures stress theory and experimental evidence relating to the structure of the gene, heritability of characteristics, and the behavior of genes in populations. Three class meetings and four hours of laboratory/problem sessions per week. 1.5 course units. Prerequisites: Biology 143, 144, Chemistry 101 or 103.

320. Histotechnology.

Basic microhistological and advanced histochemical techniques will be taught. Students will prepare an extensive slide collection and have the opportunity to visit histological laboratories in pathology departments at several city hospitals. Prerequisites: Biology 143, 144, Chemistry 101 or 103, Chemistry 205, 206.

335. Organismal Physiology.

A study of the functioning of cells, tissues, organs, and organ systems in higher plants and animals. Special emphasis is given the processes of the acquisition, storage, circulation, utilization, and dissipation of energy and matter in such organisms. Prerequisites: Biology 143, 144 and Chemistry 205, 215.

351, 352. Seminar.

Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. .5 course unit each of two terms.

353. Special Topics.

Lectures and laboratories in selected areas of contemporary biology. .5, 1, 1.5 course units.

501, 500, 502. Independent Study.

While encouraging students to take internships in their areas of interest, no units of internship may count toward a major, interdepartmental major or minor.

603-604. Tutorial.

Black Studies

A study of the history, experience, and literature of peoples of African descent, designed to foster understanding of the culture of a significant segment of the population; available as part of a multidisciplinary major.

Courses

Black Studies 182. Black Women in American Society.

A study of the changing role of the Black woman in American society. Included

will be an overview of the societal organization and its effects on the expectations held for the Black woman.

Black Studies 188. The Black Family.

A sociological analysis of the Black family in America. The interrelationships of the socio-economic status, the social structure, and social changes affecting the Black family are emphasized.

Education 322. Teaching in an Urban Setting.

Juniors or seniors seeking teacher certification are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. In this course, based upon the premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools and independent schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Prerequisites: Education 102 and permission of the instructor.

English 184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction. Attention is focused upon the specific social, cultural, and political contexts which influenced the nature of Black writing.

History 187. Afro-American History.

A survey of the saga of Afro-Americans from West Africa through slavery to emancipation in the United States. The course examines some of the major

political, social, and economic developments of the Black American in American civilization.

Psychology 183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on the Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure.

Religion 189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community.

Human Services Administration 235. Ethnic and Minority Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political, and economic interests. Prerequisite: Human Services Administration 101.

Chemistry

American Chemical Society fully-accredited curriculum, intensive preparation for graduate study, professional schools, and careers in laboratory chemistry. Secondary education certification in Chemistry.

Major Requirements:

B.S. Degree: 14 or 15 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 431, 441 or the sequence 328 and 338-340, 603-604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 12 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 301, 311, 312, 322, 603-604. Required laboratories: 114, 215, 216, and 318. For State Certification in chemistry teaching, two units in biology (Biology 143, 144) are required.

Interdepartmental Major Requirements:

9.5 course units. Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, 312, 318, and 322.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252. Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements:

8 course units. Chemistry 101 or 103, 104, 114, 205, 206, 215, 216, 311, and one course unit to be selected from the following courses: 312, 318, 322, 328, 338.

Courses

101. Chemistry.

Observations, hypotheses, theories, and laws dealing with the development of modern chemistry, as well as descriptive chemistry of the representative elements. Three lectures, one discussion session, and three hours of laboratory weekly.

103. Structural Chemistry.

An introduction to atomic, molecular, and solid state structures, illustrated with a development of descriptive inorganic chemistry. Three lectures, one discussion

session, and three hours of laboratory weekly.

104. Elementary Analytical Chemistry.

Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria and electrochemistry, as well as descriptive chemistry of the transition metals. Three lectures and one recitation period weekly. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 114.

114. Quantitative Analysis Laboratory.

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Co-requisite: Chemistry 104. .5 course unit.

205. Organic Chemistry.

Development of the structural theory of organic compounds. Relationship of structure to reactivity; stereochemistry; types of organic reactive intermediates; and the chemistry of alkanes, alkenes and aromatic compounds will be covered. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 215.

206. Organic Chemistry.

Discussion of organic functional groups and their chemistry. Spectroscopy, mechanisms and synthetic type-reactions are included. A discussion of biologically important compounds will be covered during the last third of the term. Prerequisites: Chemistry 205 and 215.

215. Elementary Organic Laboratory.

Basic manipulative skills including introduction to several chromatographic techniques are followed by chemistry of alkenes and aromatic compounds. .5 course unit.

216. Organic Chemistry Laboratory.

Chemistry of organic functional groups. Identification of unknowns and a multi-step synthesis. .5 course unit.

301. Seminar in Current Research Methodology.

Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. .5 course unit.

311. Physical Chemistry.

Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisites: Chemistry 104, 205, and 215, one year of calculus and one year of college physics. 1.5 course units.

312. Physical Chemistry.

Quantum mechanics and chemical kinetics, including the kinetic molecular theory. Three lectures weekly. Prerequisite: Chemistry 311

318. Advanced Instrumental Chemistry with Inorganic Syntheses.

Laboratory projects in analytical chemistry using spectrometric, electrochemical, and separation science techniques; also a variety of inorganic compounds will be synthesized and characterized using instrumental techniques. One lecture weekly, one laboratory demonstration and nine hours of laboratory per week. Prerequisite: Chemistry 311.

322. Topics in Analytical Chemistry.

Theory of electrical, optical, chromatographic, and electromagnetic methods of analysis. Two lectures a week. Prerequisite: Chemistry 311; co-requisite: Chemistry 318. .5 course unit.

328. Structure of Biomolecules.

The structure and chemistry of biologically important molecules is developed. The course will sequentially cover monosaccharides (simple sugars), disaccharides, polysaccharides, amino

acids, peptides, proteins, nucleic acids, and lipids. .5 course unit. Prerequisite: Chemistry 206.

338. Biochemistry.

Study of the chemistry and metabolism of biological compounds. Three lectures weekly. Prerequisites: Chemistry 206 and 328. Co-requisite for B.S. majors: Chemistry 340.

340. Biochemistry Laboratory.

Six hours of laboratory weekly. .5 course unit. Co-requisite for B.S. majors: Chemistry 338.

431. Advanced Inorganic Chemistry.

Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes of inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312.

441. Advanced Organic Chemistry.

Selective study of organic reactions and theoretical analysis of organic reactivity. The course consists of a) a study of reactions and intermediates in greater depth than that developed in Chemistry 205 and 206, and b) development of theoretical analysis of organic reactivity. Molecular orbital theory and pericyclic reactions constitute a major portion of the course content. Synthesis, synthetic logic, and synthetic methodology are significant minor themes. Prerequisites: Chemistry 206, 216, and 311.

501, 500, 502. Independent Study.

603-604. Tutorial.

Communication

A civilization's means of informing and persuading its members; audience, function, techniques, and technology. Emphasis on writing for the media, production methods and application of presentational skills to other disciplines.

Major requirements:

12 courses in Communication including the tutorial. All majors must complete Communication 101, 106, 174, 195, 202, 251, 260, 302, 603-604, and 2 electives from the Communication curriculum.

Interdepartmental Major Requirements:

7 courses in Communication exclusive of the tutorial. All interdepartmental majors must complete Communication 101, 106, 174, 251, 302, and two of the following courses: 260, 279, 283, 291.

Minor Requirements:

6 courses in Communication including 101, 106, 174, 202, 251, and 260.

Courses

101. Foundations of Human Communication.

A survey of the nature and impact of human communication. Beginning with an overview of the field, the course surveys symbolic bases and functions of communication, traditional media and new technologies, and the contexts of communication, *i.e.*, interpersonal, group, organizations and mass communication.

106. Mass Communication and Modern Society.

The effects of mass communication on individuals and society, particularly as they relate to values and ethics, will be examined. The course will emphasize the history and structure of the mass media. Prerequisite: Communication 101 or permission of the instructor.

174. Theory and Criticism of Visual Design, Moving Image and Layout Communication.

This course introduces students to communication design imagery as applied to page layout, photography, television, and motion pictures. Emphasis will be on the theoretical guidelines applied to production variables in media communication. Students will be involved in creative problem-solving exercises for print and non-print media. Additionally, there will be critical evaluations of magazine layout, television programs and commercials, and selected segments from motion pictures. Prerequisite: Communication 101.

195. Display and Projected Media Production.

This laboratory course examines message design for display and projected media for a variety of communication settings, ranging from business meetings to large group lectures to trade show exhibitions. Topics include the preparation of overhead transparencies, title and graphic slides, flip charts, mounted materials, and two- and three-dimensional displays. Students will become acquainted with media options for a variety of communication settings. Prerequisite: Communication 174. Enrollment limited to 14 students.

202. Communication Systems and Theories.

A critical study of the major contemporary theories of communication, beginning with an analysis of the goals of theory construction in the social sciences. Students will explore the applications of theories, models, and concepts and will explore alternative systems in specific research contexts. Prerequisite: Communication 101. Prerequisite or co-requisite: Communication 106.

251. News Writing and Editing.

A course designed to introduce students to basic journalistic techniques of the print

media with special emphasis on the structure and preparation of news. Students will learn how to research, document, develop, and write copy suitable for publication. Students will be expected to work on the school newspaper or publish articles elsewhere. Prerequisite: Advanced Composition or the permission of the instructor. Enrollment limited to 16 students.

260. Writing for Public Relations.

This course will cover public relations writing assignments, for example, news/press releases, brochures, fliers, speeches, and public service announcements to introduce students to writing and editing styles for public information and advertising. Students will work with problems of language usage and style in the preparation of copy for publication. This course may require students to contribute to college publications. Prerequisite: Communication 251. Enrollment limited to 16 students.

279. Photography I.

This course is designed to introduce students to the basic techniques of exposure and development in black and white photography. Emphasis is on technical as well as aesthetic characteristics. The photograph will be studied as a medium for documentation, representation, and expression. Enrollment limited to 14 students. Photography laboratory fee.

280. Photography II.

This course is designed to acquaint students with several darkroom and photo processing methods. Special attention is given to working with various photo papers, exposure manipulation in printing processes, toning, intensification, filtration, studio lighting of products, and photo finishing techniques. It also develops the student's aesthetic sense by emphasizing principles of composition in the photo essay, photojournalism, product and advertising photography. Prerequisite:

sites: Communication 279 and permission of the instructor. Enrollment limited to 14 students. Photography laboratory fee.

283. Video Production I.

A basic course designed to acquaint the student with all phases of video production. Topics include pre-production planning, lighting, camera operation, sound recording, editing, and small studio/control room operations. Enrollment limited to 12 students.

284. Video Production II.

An advanced course designed to acquaint the student with small studio productions and video documentaries. Heavy emphasis will be placed on scripting, shooting, editing, screening, and evaluating complete video productions. Students will also have the opportunity to do audio dubbing, sound mixing, and sound effects. Prerequisite: Communication 283. Enrollment limited to 12 students.

291. Layout and Basic Design.

An introduction to the methods, tools, language, and techniques used by the graphic designer to bring artwork and copy to the final printed page. Emphasis will be on graphic style, form, message content and response to graphic media. Students will have the opportunity to do creative problem-solving projects over the entire term. In addition to traditional layout methods, students will work with computer graphic techniques. Prerequisite: Communication 174. Enrollment limited to 16 students.

292. Applied Graphic Production and Design.

Through laboratory and darkroom work, students will be introduced to print media and offset reproduction. Topics include preparation, presentation and preservation of graphic artwork, scaling and percentage calculations, line exposures, enlargement and reduction, montage techniques, line conversion, halftone and surprints,

screen tints, tonal separations for posterization, reversal masking techniques, stat work, and color separations. Students will complete a graphic arts portfolio. Prerequisites: Communication 174 and 291.

294. Writing for Audio-Visual Productions.

This course introduces students to script preparation beginning with basic storyboards and culminating with a finished written script. The topics include defining objectives, content research, visual-audio time sequencing, audio pacing, word/picture continuity, editing, and sound effects. Prerequisite: Communication 251. Enrollment limited to 16 students.

302. Junior Seminar.

This course will consist of a critical analysis of selected issues in the field. It will examine various social and behavioral science research methods. Students will develop their abilities to conduct research, present their ideas before others, and argue persuasively. The student will be expected to prepare a tutorial proposal as part of the course.

304. Emerging Communication Technologies.

This course is concerned with the newest forms of communication technologies, such as cable TV, computers, and satellites. Policy options for future developments and societal implications of an electronic culture are studied.

305. Intercultural Communication.

This course is designed to provide the student with an adequate appreciation of the complexities involved in the process of intercultural communication and an understanding of the specific forces which shape the thoughts, feelings, and behaviors of various cultural groups. It also explores the diffusion and adoption of innovations, particularly in less developed countries.

501, 500, 502 Independent study.

603-604 Tutorial.

Economics and Management

In our technological society a successful administrator, entrepreneur, or researcher is one who can understand the impact of and deal with change effectively. The opinion of a growing number of professionals is that students graduating from programs emphasizing the liberal arts are better prepared to understand and manage change than others more narrowly educated. It is the purpose of Chatham's Economics and Management Department to complement the student's liberal arts training by providing her with the fundamental tools necessary to comprehend the technical as well as human environment in which we work. The program is designed to provide a general foundation as well as concentration in an area of the student's choosing. To this end the student's first step is to take courses in economics, accounting, management theory, and statistics. Once these courses are completed she will decide on a major in management, economics, or international business. After this decision she will take a second set of courses specifically designed to introduce her to more advanced topics in these specific areas. The final stage will be to investigate in greater depth some aspect of her interest through the senior tutorial.

Major Requirements:

1. Management: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 223, 300, Mathematics 110, and one approved internship. The student may substitute Political Science 211 and 212 for Economics and Management 300 and

Mathematics 110. In addition to the above each student is required to take at least four of the following courses:

Economics and Management 206, 240, 310, 311, 324, 335, 351, 362, 374, 375, 385, 390, 395, Political Science 228, or Psychology 310.

2. Economics: 14 courses including the tutorial. Required courses are Economics and Management 101, 102, 105, 222, 230 or 310, 231, 301 and Mathematics 110. In addition to the above each student is required to take at least four of the following courses: Economics and Management 310, 311, 351, 358, 362, 374, 385, or 393.

3. International Business: 16 courses including the tutorial in Economics and Management. To fulfill the major requirements a student must take Modern Languages 205, one Modern Languages civilization course, and a business language course. Additional required courses include Economics and Management 101, 102, 105, 222, 240, 300 or 301, 310 or 311, 351, Political Science 104 and Mathematics 110. The student may substitute Political Science 211 and 212 for Economics and Management 300 and Mathematics 110. Finally, the student must take one of the following: Economics and Management 358, Political Science 221, or Communication 305.

Although the courses are not part of the major requirements, Mathematics 107 and 108 should be considered prerequisites for those students going on to graduate school.

Interdepartmental Major Requirements:

1. Management: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 105, 222, and 335; and either Economics and Management 300 or Political Science 211, plus any two

additional courses from the management major requirements. The tutorial must demonstrate the relationship between Management and the other subject in the major.

2. Economics: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 230 or 310, 231, and Mathematics 110. The student must take three additional courses from the economics major requirements. The tutorial must demonstrate the relationship between Economics and the other subject in the major.

3. International Business: not available for an interdepartmental major.

4. Students are not permitted to do intra-departmental majors (*e.g.*, may not combine Management and Economics majors.)

Minor Requirements:

A minor in Economics and Management will consist of at least six courses drawn from departmental offerings.

Courses

100. The Economics of Social Issues.

This course will utilize current social issues to explain and illustrate elementary economic principles. The social issue is introduced, its economic aspects examined, and the basic economic principles necessary to analyze it are presented and applied to each issue. Not considered part of Economics and Management major. Prerequisite: No previous courses in the Economics and Management department.

101. The American Economic System: Macroeconomics.

The concepts of national income and output are analyzed, and emphasis is placed on factors which influence the level of economic activity, unemployment and inflation, including fiscal and

monetary policy and the role of international economics.

102. The American Economic System: Microeconomics.

The role of the consumer and producer is studied in the context of the functioning of the price system in different market structures. Emphasis is placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics and Management 101.

105. Organization and Management Theory I.

This course provides opportunities to learn about human organizations, their structure, function, and performance, and the interrelationships of these elements; about people, their behavior in groups and as individuals functioning within organizations; and about the nature and essence of managerial work and the roles, tasks, and responsibilities of the manager.

206. Organization and Management Theory II.

This course investigates the entire range of relationships comprising the manager's world in the contemporary organization, identifies what categories of actions to develop, and integrates these with knowledge of organizations as human systems and dynamic entities. Prerequisites: Economics and Management 101, 102, and 105.

222, 223. Financial Accounting Principles I & II.

These courses provide the student with an introduction to the fundamental principles and procedures of accounting, which include double-entry bookkeeping, the accounting cycle, end of period procedures, adjusting and closing entries, and preparation and interpretation of classified financial statements. These courses include application of generally accepted accounting principles and techniques currently used to accumulate and report

financial data for sole proprietorships, corporations, and merchandising organizations. Prerequisite: Satisfactory completion of the Mathematics Proficiency requirement.

230. Intermediate Macroeconomics.

Application of the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Problems of unemployment and inflation, the Keynesian system, and monetarism are considered in depth. Prerequisites: Economics and Management 101 and 102.

231. Intermediate Microeconomics.

An intermediate study of the allocation of resources and the distribution of income within economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisites: Economics and Management 101 and 102.

240. International Business.

A course in the problems, procedures, and techniques of conducting international trade. Background is provided on the relationship between multinational corporations, international financial markets, and government agencies. Multinational corporations' strategic formulation of product policy research and development, production, and supply systems as well as financing of international operations are examined. Prerequisites: Economics and Management 101, 102, and 105.

300. Organizational Research and Quantitative Methods.

This course deals with the fundamentals of research and quantitative methodology in the social sciences with specific emphasis on research in the organization. This course is designed for those who may both use research and produce it. Issues include evaluating the research of

others; the manager-researcher relationship; scientific method; research process, design, and measurement; and data collection, analysis, and reporting. Prerequisite: Mathematics 110.

301. Econometrics.

This course provides an introduction to the theory and application of the estimation of economic relationships. The first half of the course is devoted to rigorously developing the statistical building blocks of econometrics. The second half encompasses an in-depth survey of econometric methods and the problems of regression analysis. Prerequisites: Economics and Management 101, 102 and Mathematics 110.

310. Money and Banking.

The following topics are studied: the nature and function of money, the American monetary system and the role of the banking system in creating the nation's money supply, the structure and functions of the Federal Reserve System as the principal agency for monetary control, monetary theory and its relation to monetary policy, current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisites: Economics and Management 101 and 102.

311. Corporate Finance.

Evaluation of investment and portfolio decisions from the viewpoint of the corporation. Working capital management, security analysis, investment theory as well as the concepts and techniques employed in the procurement of financial resources and their allocation to productive investments are analyzed. Selected current topics in the economics of financial markets will also be discussed. Prerequisites: Economics and Management 101, 102, 222, and 223.

324. Federal Tax Law.

This course is designed as the first course in federal taxation for the undergraduate student. The primary emphasis of the course is on the income taxation of individuals, but the course also includes an overview of the federal taxation of other forms of business organizations (e.g., corporations, partnerships). The focus of the course is on developing knowledge of the tax law and its application. Prerequisites: Economics and Management 222 and 223. Enrollment is limited to 30 students.

335. Marketing.

This course will explain the marketing function which profit, non-profit, and volunteer organizations need in order to sell a product or service or to interest potential clients, members, or investors. Case studies will provide the vehicle for using research and statistical analysis to determine markets and to forecast effectiveness of marketing plans. Issues of ethics, legal regulations, and the media will also be explored. Prerequisites: Economics and Management 101, 102, and 105.

351. International Economics.

Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisites: Economics and Management 101 and 102.

358. Seminar on Economic Development.

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in

initiating and sustaining the process of economic development. Various theories of economic development and major policy issues will be discussed. Prerequisites: Economics and Management 101 and 102.

362. Public Finance.

An analysis of governmental revenue, expenditure, and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisites: Economics and Management 101 and 102.

374. Labor Economics.

An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time, and the economic effect of union and government labor policies. Prerequisites: Economics and Management 101 and 102.

375. Business Policy: Government and Society.

This managerial strategy and policy course focuses on defining and explaining the multiple interrelationships between business organizations and their changing internal and external environments, specifically social, cultural, political, legal, economic, and technological milieus (both domestic and international). The corporate responses are to be analyzed and suggested. Prerequisites: Economics and Management 105 and junior standing.

385. Industrial Organization and Public Policy.

This course analyzes the structure, conduct, and performance of American industry with an emphasis on the monopoly problem. It examines the ways in which industries become monopolized, the measurement of industrial concentration, and government policies to control monopolies, *e.g.*, antitrust laws and regulatory commissions. Prerequisites: Economics and Management 101 and 102.

390. Human Resources Management.

This course reviews the latest developments and technology in the emerging field of human resources management. Readings and case studies are used to assess and evaluate alternative approaches in the areas of staffing, training and development, organization development, performance appraisal, compensation, benefits, labor relations, and collective bargaining. The overall emphasis of the course is to understand these elements of human resources management within an integrated systems approach. Prerequisites: Economics and Management 101, 102, and 105.

393. Urban Economics.

A study of the evolution and function of cities as well as an analysis of the causes and symptoms of the urban predicament. Discussion of numerous topics concerning metropolitan areas, including economic development strategies, land use patterns, mass transit, poverty, housing, finance, education, and environmental quality. Prerequisites: Economics and Management 101 and 102.

Special Topics.

This course reviews new fields of research or areas of interest in management and economics. Faculty in the department explore a specialized area not covered in other course offerings. Prerequisites: Economics and Management 101, 102, and 105.

395. Women in Work and Management.

This course examines the historical emergence of women into the workforce and into management positions. A particular focus of the course will be on the structural and cultural barriers preventing women from entering the workforce and management positions, problems confronting women managers such as discrimination and sexual harassment, and solutions for resolving these barriers and problems such as social legislation and developing appropriate interpersonal skills.

501, 500, 502. Independent Study.**603-604. Tutorial.****Education**

Synthesis of certified education sequence with major in academic discipline. Pennsylvania Department of Education approved for Early Childhood (N-3), Elementary (K-6), and Secondary Education; reciprocal certification with other states.

Every student pursuing early childhood, elementary, or secondary certification at Chatham College must meet the proficiency requirements set by the College in language skills, mathematics, and computer science. Candidates are required to successfully complete these proficiencies by the end of their second long term of enrollment. Pursuant to Pennsylvania State Department of Education specifications, certification candidates must satisfactorily complete the Basic Skills and General Knowledge components of the P.T.C.T.P. (Pennsylvania Teacher Certification Testing Program) by the end of the first year of their participation in

the teacher certification sequence. All students must also satisfactorily complete the N.T.E. (National Teacher Examination) specialty test appropriate to their area of specialization and certification level.

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for nursery-third or kindergarten-sixth or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements of the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 325, and Education 102, 222, 321, 322, 423. Secondary certification may be earned in biology, chemistry, English, French, German, mathematics, Spanish and comprehensive social studies. Students who are seeking recommendation for certification in secondary English education are required to take, in addition, an approved linguistics course, English 243 or 244, and Fine and Performing Arts 158. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, and 413. Middle schools (grades 6,7,8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program must earn recommendation by the College for

certification. All students are expected to participate in field experiences in public and independent schools throughout the early childhood, elementary, and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence. All candidates applying for their first Instructional I certification beginning June 1, 1987 must pass the Pennsylvania Teacher Certification Test.

Courses

102. Perspectives on Education.

Students examine the role of the teacher and the school in the past and in contemporary society. Selected educational issues and specific topics are analyzed; for example, the characteristics and needs of exceptional children, the role of technology in education, the responsibility of the school for values education, and school-community relations. A one-half day per week field experience is required. Not open to first-term freshmen.

201. The Multi-Media Classroom.

The course is a blend of state-of-the-art theory and practice regarding the creation of a rich, collaborative learning environment utilizing technology and the arts. Art, music, creative dramatics, and children's literature will be explored from a developmental perspective to increase the student's repertoire of methods and materials that can be utilized in an effective classroom setting. A strong emphasis will also be placed on the acquisition of appropriate computer literacy skills, as well as the integration of other multi-media educational technologies into early childhood or elementary curricula. A variety of instructional and learning strategies will be explored. Prerequisite or co-requisite: Education 102.

208. Communication Skills in Education.

Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102.

211. Early Childhood Curriculum.

Students engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, are tested and evaluated through a variety of experiences including microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the uses of the microcomputer in the classroom. This module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102; prerequisite: Education 208.

212. Elementary School Curriculum.

Students engage in seminars, accompanied by experiences in the field, and

examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches gathered from appropriate readings are tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module introduces students to the use of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102; prerequisite: Education 208.

213. The Elementary School Child.

Opportunity is provided for systematic study of the characteristics of the five-to-twelve-year-old child, in terms of his or her intellectual, social, and emotional growth and development. Students gain experience in the administration, scoring, and interpretation of a variety of tests and measurements and learn how to construct their own informal assessment and evaluation instruments. Through readings, discussion, and problem-solving activities, students gain competencies and explore alternative strategies for dealing with classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. (Conducted at Carnegie-Mellon University) Prerequisite

or co-requisite: Education 102; prerequisite: Education 208.

215. The Young Child.

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social, and emotional growth. Educational and social philosophy are stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents, and planning programs for the entire age range, as well as competency in the area of critical evaluation of tests and methods. A one-half day per week field experience is required. (Conducted at Carnegie-Mellon University) Prerequisite or co-requisite: Education 102; prerequisite: Education 208.

222. Principles of Secondary Education.

The course focuses on the characteristics of the secondary school student and the structure and climate of the high school. Students examine the nature of adolescent development, the implications of the cognitive and affective characteristics of adolescents for selecting instructional methods and designing curricular materials, and the structural features of typical secondary schools. A brief introduction to comparative education is provided through an investigation of secondary education in selected areas outside the United States. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102.

321. Teaching Methods for the Secondary and Adult Level.

Students investigate a range of teaching strategies and classroom management techniques in the context of their major

fields of specialization. Individualized reading assignments in appropriate professional literature encourage students to develop familiarity with the most effective teaching approaches for their disciplines. Opportunities to practice teaching methods and behaviors are provided through undergraduate teaching assistantships in students' major departments. Motivation, evaluation of student achievement, and individualization of instruction are considered. An open-ended module introduces students to the uses of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. Each student designs a teaching unit as a final project. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102; prerequisite: Education 222.

322. Teaching in an Urban Setting.

Juniors or seniors are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. In this course, based upon the premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools and independent schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Prerequisites: Education 102 and permission of the instructor. (See also *Black Studies*.)

413. Elementary Student Teaching.

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation and conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chairperson. 2 course units.

414. Early Childhood Student Teaching.

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation and conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chairperson. 2 course units.

423. Secondary Student Teaching.

Students plan sequential observation and teach on the secondary level under the guidance of an experienced teacher and a faculty member of the Education Department. Conferences with the supervising teacher, college supervisor, and faculty from the major department, when appropriate, provide the student teacher with support and direction throughout the student teaching experience. Student teachers meet in a seminar once a week for an hour after school. Prerequisite: permission of the Department Chairperson. 2 course units.

501, 500, 502. Independent Study.**603-604. Tutorial.****English**

Exploration of literary imagination and expression through historical periods, genres, works, and authors. Intensive training in writing and sensitivity to writing, English and American literary history, and primary works of literature. Secondary education certification in English.

Major Requirements:

12 courses including the following: three courses in historical periods before 1900 (*i.e.*, 210, 211, 213, 214, 215, 216), English 222, at least one 300-level seminar, English 350, and the tutorial. English 102 and 103 do not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 222, 350, three courses which cover materials in different historical periods before 1900, and three electives. One of the courses taken should be on the 300 level. The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 222 and at least two courses which cover materials in different historical periods before 1900.

Courses**102. Expository Writing I.**

A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience.

103. Expository Writing II.

A continuation of Expository Writing I, a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed Expository Writing I or who command the basic skills it covers.)

110. Literary Studies I: Content and Form.

Although the specific literary topic of the course changes from term to term, the aims remain the same: close reading; study of the elements of poetry, fiction, and drama, with emphasis upon the interrelationships of content and form. Open to freshmen and sophomores; recommended for all students contemplating an English major.

111. Literary Studies II: Western Mythologies.

An exploration of the differences among such ideas as "myth," "mythology," and "legend" with illustration from biblical readings, Greco-Roman tales, and Norse legends. A study also of the notions of "imitation," "allusion," and "influence" in modern writers' use of inherited mythologies.

112. Literary Studies III: Contemporary Literature.

Introduction to the principles and methods of close literary analysis focused on contemporary fiction, poetry, and drama. Varied topics and texts dependent on thematic and geographic emphases; e.g., contemporary American, South American, African, or Continental literature and such diverse thematic concerns as the self, alienation, or other significant contemporary ideas.

184. Study of Black American Writers.

A survey of literature by Black Americans. The course examines Black literature of all genres: slave narratives, poetry, novels, plays, and non-fiction.

Attention is focused upon the specific social, cultural, and political contexts which influenced the nature of Black writing. (See also *Black Studies*.)

209. Linguistics.

An introduction to theoretical and applied linguistics as "the science of language," its history, nature, and functions. Includes consideration of cross-disciplinary and cross-cultural linguistics, the nature of learning language, and linguistic analysis. Fulfills secondary English education certification requirement; recommended also for any student considering graduate study in English. Prerequisite: Core 101 and 102 or satisfaction of English Writing Proficiency requirement.

210. Early British Literature.

A study of major Anglo-Saxon and medieval English literature in translation, including the epic, courtly romance, fable, allegory, and cycle drama.

211. Renaissance Literature.

A study of Elizabethan humanism, cosmology, and aesthetics with emphasis on the writings of Sidney, Spenser, Marlowe, Donne, Milton, and others.

213. Eighteenth-Century English Literature.

Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries.

214. English Romantic Literature.

Examination of representative works by Blake, Wordsworth, Coleridge, Byron, Percy Shelley, and Keats. Emphasis on Romanticism as a distinct literary movement with a well-defined aesthetic. Includes consideration of these writers' prose statements about the writing of poetry and the role of the poet in contemporary society.

215. English Victorian Literature.

Examination of representative works by Dickens, George Eliot, Charlotte Brontë, Tennyson, Browning, Christina Rossetti, and Wilde. Provides an overview of the major issues of the Victorian period and locates the works under discussion in their historical context.

216. Major American Writers I.

A study of cultural and literary developments in America, culminating with the American Renaissance.

217. Major American Writers II.

A continuation of English 216, with emphasis on such figures as Whitman, Dickinson, Twain, James, Faulkner, and Frost.

218. Twentieth-Century Literature.

A study of major British and American writers from World War I to the present, including Eliot, Joyce, Woolf, Yeats, Faulkner, Stevens, and Bellow.

221. Chaucer.

A close study in Middle English of *The Canterbury Tales*, *Troilus and Criseyde*, and the shorter poems, with attention to the form, content, language, and cultural background. Prerequisite: English 210 or permission of the instructor.

222. Shakespeare Survey.

A representative study of Shakespeare's comedies, histories, and tragedies as literary, dramatic, and Elizabethan art.

230. Eighteenth-Century English Novel.

A study of the antecedents of the novel and its development as a literary form in the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen.

231. Nineteenth-Century English Novel.

A study of major nineteenth-century English novels both as art and as reflections of the Victorian age.

235. The Nature of Tragedy.

An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course focuses on critical definitions of tragedy from Aristotle to the present and includes a study of representative Greek and Elizabethan tragedy, domestic tragedy, and tragic fiction.

236. The Nature of Comedy.

An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and theories of comic composition. Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Molière, Wilde, and Shaw, as well as theoretical writings by such critics as Bergson, Aristotle, Langer, and Frye.

238. Literary History of London.

A study of the history of London and of the literature which has grown from London events and scenes with visits to the sites and settings described in the readings. Individual topic for a student's focus and exploration to be prearranged with the instructor.

243, 244. Imaginative Writing I, II.

A student in these courses is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Fall Term will concentrate on the composition of prose fiction; the Spring Term will concentrate on the composition of poetry.

321. Milton and the Metaphysicals.

A study of the major works of Milton, Donne, and lesser-known metaphysical poets of seventeenth-century England.

Special Topics.

Upper-level seminar topics vary from year to year.

322. Fiction of American Exploration.

Focus on American fictions which record physical as well as metaphysical journeys. Writers' exploration of new territories such as the frontier West, Polynesian Isles, and South Pole; their imaginative discovery of new truths about Nature, society, and the self. Includes works by Poe, Cooper, Melville, Simms, Kirkland, and Chopin. Prerequisite: English 216 or permission of the instructor.

323. American Literary Realism.

A study of the nineteenth-century American literary movement known as Realism. The course will focus on works by Henry James, William Dean Howells, and Mark Twain. Prerequisite: English 216 or 217 or permission of the instructor.

324. Literature of Fact.

A study of selected non-fiction (*e.g.*, essays, histories, biographies), designed to examine treatments of "fact" and to highlight differences in style among periods and writers. Selections will compare 17th, 18th, and 19th century works to contemporary pieces. Prerequisites: Two terms of expository writing or equivalent and at least one period course.

325. English Medieval Drama.

A study of medieval English drama from interdisciplinary perspectives: texts, art, historical documents, medieval staging, modern productions. Appropriate for interested non-majors.

326. Serious Female Novelists from Burney to Woolf.

A historical study of the major English women novelists beginning

with Burney's *Evelina* and ending with Woolf's *To the Lighthouse*. Particular attention paid to recent theoretical attempts to define a distinctly female literary tradition. Prerequisite: junior status or permission of the instructor.

327. The Gothic Novel in England.

A historical study of the English Gothic novel as a distinct literary genre at times of political upheaval; a secondary consideration of the compatibility of this historical approach to the genre with the more customary psychoanalytical approach. Readings include works by Walpole, Radcliffe, Godwin, Lewis, Austen, and others. Prerequisite: junior status or permission of the instructor.

328. Shakespeare's Competitors.

A comparative study of selected works by Shakespeare's competitors among the professional Elizabethan playwrights, focusing on the historic, economic, and literary atmosphere of this greatest period of dramatic production. Includes plays by Marlowe, Jonson, Webster, Kyd, Dekker, Beaumont, and others. Prerequisite: English 222.

329. Robert Frost.

A study of Frost's full canon, of some of Frost's contemporaries, and of major critical judgments of Frost's work.

338. Principles of Literary Criticism.

A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism by the study of literary theory and critical methods and by the application of critical principles.

350. Seminar for Junior English Majors.

An advanced course in writing literary analysis and methods of literary research; required of all junior English majors and

interdepartmental majors preparatory to enrollment in the tutorial. Prerequisite: second-term junior status.

501, 500, 502. Independent Study.

603-604. Tutorial.

A two-semester investigation of a significant literary problem.

Fine and Performing Arts

The Fine and Performing Arts Department is dedicated to the belief that exposure to the arts through analytical and historical study and personal application will add immeasurably to a student's education. Whether the student's interest is directly focused on one of the arts or is peripheral to her primary interest in the sciences or another branch of the humanities, study in the arts will better prepare her for the lifetime habit of enjoying and appreciating the arts through critical understanding.

The Fine and Performing Arts Department performs a variety of functions on the campus. First, courses provide opportunities for all Chatham students to become "arts literate," an increasingly important value in our technological world. Second, by majoring in one of the arts, a student can prepare herself for professional work or graduate study. Third, through student exhibits, recitals, and productions, students get direct experience as fine and performing artists. Chatham's small size makes it an ideal environment for encouraging students to participate in the arts, rather than merely to be exposed to them. Finally, the Department serves as a vehicle for bringing guest artists to the campus—actors, dancers, painters, sculptors, and musicians who enrich the cultural life of the Chatham community.

Students in the department may major in Music, Theatre, or Visual Arts. Students may also elect an interdepartmental major: Music and a discipline outside the Department (*e.g.* Communication, English, Modern Languages) or Theatre and a discipline outside the Department. An interdepartmental major in Visual Arts may be arranged with permission of the Visual Arts faculty.

All students majoring in Music, Theatre, or Visual Arts are required to take a four-course sequence focusing on introductory courses in music, theatre, and visual arts, in addition to a seminar in contemporary topics. Faculty advisers in the individual programs will assist students interested in graduate or professional school to develop a course of study that best prepares them for these goals. Specific requirements for each of the program majors are listed below.

Major Requirements:

1. Music: 14 courses including the tutorial. Required courses are: Fine and Performing Arts 101, 143, 161, 162, 205, 267, 268, 365; four applied music courses; and the tutorial.
2. Theatre: 14 courses including the tutorial. Required courses are: Fine and Performing Arts 101, 141, 153 or 155, 160, 205, 241, 242, 252, 355, 356, 359; plus one elective from the following: Fine and Performing Arts 142, 148, 158, 243; and the tutorial.
3. Visual Arts: 14 courses including the tutorial. Required courses are: Fine and Performing Arts 101, 105, 115, 131, 132, 135, 143, 160, 205, 236, 322; plus one elective from the following: Fine and Performing Arts 106, 117, 136; and the tutorial.

Interdepartmental Major Requirements:

1. Music: Fine and Performing Arts 161, 162, 267, 268; four applied music courses; plus the tutorial which combines music and the other discipline.

2. Theatre: Fine and Performing Arts 141, 153 or 155, 205, 241, 242, 252, 355, 356; plus the tutorial which combines theatre and the other discipline.

3. Visual Arts: Fine and Performing Arts 101, 105, 131, 132, 135, 143, 160, 205; plus the tutorial which combines visual arts and the other discipline.

Minor Requirements:

Six courses selected in conjunction with the faculty adviser and approved by the Chairman of the Department.

Courses:

205. Contemporary Topics: Seminar in the Arts.

This course deals with the contemporary arts. The variable subject matter is confined to concerns in current artistic expression. Lectures, creative projects in arts media, and written and oral articulation of the experience further develop the student's skills.

Dance

180. Folk and Court Dancing.

History of Western European folk and court dances. Dances of late medieval, Renaissance, baroque, early American, and nineteenth-century times reconstructed. Appalachian square and circle dances, New England contra dances, English country dances, and dances of several European nations. Attention to the relationship of folk dancing to religious ritual, folklore, folk music, and folk culture.

181. Introduction to Modern Dance.

For beginners. Course will include elementary technique, improvisation, and simple problems in composition based on the elements of dance (space, time, and force). Stress will be on the communicative aspects of dance movement. .5 course unit.

183. Modern Dance II.

For intermediates. Intermediate technique, improvisation, and choreography. Prerequisite: Fine and Performing Arts 181 or permission of the instructor. .5 course unit.

184. American Dance Through the Years.

A survey of American Dance from the late 18th century to the present including social dances of Revolutionary times, New England contra dances, Appalachian square dance, 19th and 20th century ballroom dance, tap dance, jazz dance, modern dance, theatre dance, ethnic dance, and ballet. Attention to historical evolution of dance with comparison and contrast in style and movement through classroom participation, readings, and video tapes. Relationship of dance to other aspects of culture. .5 course unit.

185. Beginning Jazz Dance.

Jazz dance is an art form with an important history in the American culture. It is a physical discipline which can teach rhythm, body control, and self-confidence through fundamental techniques, conditioning exercises, and dance combinations. .5 course unit.

188. Classical Ballet I.

Elementary technique, simple barré work, and center. Physical benefits are posture, poise, balance, coordination, control and strength. Foundation of dance training. Enrollment limit twenty students. .5 course unit.

189. Classical Ballet II.

Greater stress on correctness of all movements, simple combinations. Introduction of pirouettes, short adage and allegro. Prerequisite: Fine and Performing Arts 188 or permission of the instructor. Enrollment limit twenty students. .5 course unit.

288. Classical Ballet III.

Increasing the mental awareness and physical efforts of all movements. Introduction of beats. Beginning pointe barré. Prerequisites: Fine and Performing Arts 188 and/or 189 or permission of instructor. .5 course unit.

289. Classical Ballet IV.

More complex barré, center, adage, pirouette, allegro, and center pointe work. Possibly the study of variations from the classical repertory. Prerequisites: Fine and Performing Arts 188, 189, and 288 or permission of instructor. .5 course unit.

501, 500, 502. Independent Study.**Music**

The music program offers a variety of courses in the history, the theory, and the performance of music. While emphasis is placed upon solo performance, through numerous student recitals, program recitals, and the tutorial, the student is encouraged to participate in ensemble music and to perform with the Chatham College Choir.

160. Introduction to Music.

Open to all students with an appreciation of music and the verbal and non-verbal arts. The course will examine musical ideas and their connections to the other arts. Popular, folk, and art musics from many parts of the world and various periods in history will be heard and discussed.

161. Basic Music.

A fundamental theory course dealing with the parameters of musical sound. Emphasis will be placed on understanding pitch, timbre, intensity, rhythm, melody, and harmony as components of the language of music. Notation in the Western tonal tradition will be studied to develop basic skills in reading, hearing, and writing music.

162. Materials of Music.

A basic hands-on course which introduces the various ways in which music is produced in written and improvisational forms. The application of music to other media will be explored as well as more complex musical structures such as chords, rhythmic patterns, simple contrapuntal textures, and timbral elements. It is expected that the student will have completed Fine and Performing Arts 161 prior to enrolling in this course.

261. Music in America.

The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture.

263. Human Topics in Music.

The course will survey those works of music which in various ways parallel human concerns: Love, Nature, Childhood, Death/Birth, Family, Religion, Society, and Emotion among others.

265. Anthropology of Music.

To include the musics and related arts of the American Indians, Eskimoes, and various African and South American groups, the course will survey the interrelationships between the arts of a society and those cultural, political, and economic elements which shape a society.

266. World Music.

A course which focuses on the music and related arts of some of the major civilizations of the world: India, China, Japan, as well as areas such as Southeast Asia,

South America, and Africa. Emphasis will be placed upon those artistic factors which develop art sometimes quite differently than our own.

267, 268. History of Music I, II.

The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term.

365. Form and Analysis.

An intensive examination of music from a wide range of periods and styles. Consideration of relationships of harmony, instrumentation, and melody to the work's form, as well as how outstanding composers have or have not fulfilled the standard definitions of sonata, rondo, fugue, variation, and other forms.

Prerequisites: Fine and Performing Arts 161 and 162.

Applied Music

171, 172. Choir.

Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two-hour rehearsals per week. .5 course unit.

173, 174. Instrumental Ensemble.

Preparation and performance of chamber music for various ensembles. .5 course unit.

175, 176. Voice.

.5 course unit.

177, 178. Voice.

191, 192. Piano.

.5 course unit.

193, 194. Piano.

195, 196. Orchestral Instruments.

.5 course unit.

197, 198. Orchestral Instruments.

501, 500, 502. Independent Study.

603-604. Tutorial.

Theatre

The Theatre Program offers students the opportunity to explore the various theatre arts within the context of a liberal education. Performance/production courses in acting, directing, and technical theatre are complemented by a sequence of theatre history/dramatic literature and playwriting courses. The program provides four major productions a year, plus tutorial productions, and sponsors the Chatham Players Touring Company.

141. Acting I.

Students develop—through exercises, pantomimes, theatre games, improvisations, and simple scenes—specific acting skills, including muscle relaxation, concentration of attention, imagination, spontaneity, motivation, sense memory, and emotion memory. Pass/fail option only.

142. Acting II.

Students develop techniques for the proper preparation of a role through disciplined rehearsal and through comprehensive character and script analysis. These techniques are applied to scene work and monologue preparation encompassing both classical and contemporary dramatic literature. Prerequisites: Fine and Performing Arts 141 and permission of the instructor.

143. Introduction to Theatre.

This course is a survey of the elements which merge to create the dramatic experience. Students examine the relationship between theatre and society, theatre as a collaborative experience, and

traditional and contemporary genres and movements. Attendance at a variety of productions is required.

145. Practicum in Technical Theatre.

Students gain experience constructing sets, costumes, and props, hanging and focusing lights, and operating lighting and sound systems, as well as organizing and maintaining the Theatre Program's stock of sets, costumes, props, and lighting instruments. Under supervision of the Theatre Program's designer/technical director, students accumulate 45 hours of work. .5 course unit.

148. Touring Company.

Students develop acting skills; learn to adapt to a variety of audiences, stages, and circumstances; are challenged to keep the dramatic material as well as their performance fresh over the course of a long run; and experience the benefits of ensemble acting. Students who are cast (after pre-registration auditions) rehearse the play during class for the first part of the term and then perform for the rest of the term—both on and off campus. Non-majors are welcome. (Being cast is prerequisite for registering for this course.) Course may be repeated for credit.

153. Scenery and Lighting for the Stage.

This course is a broad overview of the basic elements of technical theatre: scene design, lighting, sound, costuming and makeup, and stage management. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to Theatre Program productions required.

155. Costume and Makeup for the Stage.

This course is an introduction to the elements (line, mass, color, texture, ornament) and principles (unity, balance, proportion, emphasis, rhythm) of costume

and makeup design. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to Theatre Program productions required.

158. Speaking to Inform and Persuade.

Students prepare and present a series of speeches. Emphasis is on selecting topics appropriate for specific audiences, gathering and analyzing materials, supporting points with evidence and logical reasoning, organizing presentations through use of outlines, and achieving clear and effective style of delivery.

241. Theatre History: Dramatic Literature I.

This course provides a broad overview of the history of theatre from its primitive inception through the 1700s. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society.

242. Theatre History: Dramatic Literature II.

This course provides a broad overview of the history of the theatre in the 1800s and 1900s. The emphasis is on representative plays and playwrights; key historical periods, figures, and trends; and the relationship of theatre to its society. Prerequisite: Fine and Performing Arts 241.

243. Acting for the Camera.

Students learn to act for television and film by adapting stage acting techniques for on-camera dramatic performance. Class uses videotaping equipment and is conducted in the studio with some outdoor work. Prerequisite: Fine and Performing Arts 141.

252. American Theatre.

This course is an overview of the history of American Theatre, with emphasis on representative plays and playwrights, the

relationship of the theatre to American society, key historical figures and trends, and the development of contemporary trends and alternative theatre such as Black Theatre, Women's Theatre, and Ethnic Theatre.

355. Playwriting.

This course concentrates on how to select ideas for dramatic development, structure action and conflict, build characters, develop a theme, write dialogue, and create mood. Students develop writing discipline, apply revising techniques, and learn to market plays for production/publication. Assignments include scenes and a one-act play. Prerequisite: permission of the instructor.

356. Directing.

This course examines the techniques of script analysis and the principles of staging. Students are assigned exercises that demonstrate the significance of stage position, movement, pacing, and rhythm, and explore the actor-director relationship and proper rehearsal techniques. Students direct scenes and prepare a prompt book.

359. Special Subjects in Theatre.

Seminar members explore in depth a specific area of theatre history, literature, production, performance, or dramatic theory and criticism by conducting research and sharing results. Emphasis on readings, discussion, papers, and presentations.

501, 500, 502. Independent Study.

603-604. Tutorial.

Visual Arts

The Visual Arts Program offers a comprehensive curriculum of studio courses in drawing, painting, and sculpture. A corollary emphasis is placed upon courses in the history and exhibiting of the Visual Arts.

101. Introduction to Visual Arts.

A study of fundamental artistic problems and concepts through the media of drawing, painting and sculpture. Pass/fail option only. Enrollment limit 12.

105. Sculpture I.

A study of the basic concepts, materials and techniques of sculpture, including ceramics, carving, casting and construction. Applied art fee. Enrollment limit 12.

106. Sculpture II.

A continuation of Sculpture I which offers the student the opportunity of studying a particular process or combination of processes in more depth. Non-traditional processes of sculpture such as installation, environmental, and conceptual art will be introduced. Prerequisite: Fine and Performing Arts 105 or permission of instructor. Enrollment limit 12.

115. Descriptive Drawing and Painting.

A course emphasizing the development of perception through the practice of pictorial documentation of observed fact. Pass/fail option only. Enrollment limit 12.

117. Abstract Drawing and Painting.

An investigation of conceptual ideas based on the discipline of the imagination. Pass/fail option only. Enrollment limit 12.

127. Printmaking I.

An introduction to the techniques and aesthetics of graphic media, including drypoint, engraving, mezzo tint, etching, and aquatint. Applied art fee.

128. Printmaking II.

An exploration of the expressive possibilities of graphic media. Historical methods of printmaking will be introduced. Prerequisite: Fine and Performing Arts 127 or permission of instructor. Applied art fee.

131. Survey of Western Art I.

An introduction to the history of art and architecture in Western civilization, covering the visual arts from their beginnings in pre-history through the medieval period in Europe.

132. Survey of Western Art II.

An introduction to the history of art and architecture in Western civilization, covering the visual arts from the Renaissance through the twentieth century. Enrollment limit 20.

135. Practice and Principles of Design I.

An introduction to the problems and use of two-dimensional design. Subjects will include pattern, balance, scale, movement, rhythm, proportion, and relationships of figure to ground in various media.

136. Practice and Principles of Design II.

A continuation of Design I with emphasis on more advanced problems. Prerequisite: Fine and Performing Arts 130 or permission of instructor.

230. Art History Field Trip.

An extensive tour during Interim of major sites and museums in a culturally significant area of Europe (e.g. Rome, Florence, and Greece). In consultation with the instructor during the fall term, each student will choose a topic, assemble a bibliography, and prepare a report on an important work to be presented on the site.

231. Renaissance Art.

A survey of 14th, 15th, and 16th century art in the Netherlands, Germany, and Italy.

234. Baroque and Rococo Art.

A survey in depth of the various styles and aims of European art from 1600 to 1780.

236. Twentieth Century Art.

A survey in depth of the major movements in the art of Europe and America since the end of the 19th century.

315. Impressionism and Post-Impressionism.

An in-depth study of Impressionist and Post-Impressionist painters from Manet to Cezanne who revolutionized the art world in the second half of the 19th century and laid the foundations for modern art. Includes an examination of technique, visual elements, subject matter, and influences from contemporary society. Prerequisites: Fine and Performing Arts 131, 132 or permission of the instructor. Enrollment limit 15.

Special Topics

322. Sculpture in the Performing Arts.

A studio course in traditional and contemporary uses of sculpture in music, theater and performance art. Various forms of sound sculpture, acoustic environments, avant-garde stage set design, sculpture installations and performance practices will be introduced. Prerequisites: Fine and Performing Arts 105 or permission of the instructor. Enrollment limit 12.

324. Environmental Sculpture.

A studio course in various forms of environmental sculpture, including earth works, art in public spaces, architectural sculpture, and miniature environments. Applied art fee.

326. Women Artists.

This seminar will examine the feminist approach to the history of art by evaluating the nature and status of women artists and the art they produce. Emphasis will be placed on the period from 1850 to the present. Prerequisites: Fine and Performing Arts 131, 132, or Fine and Performing Arts 101 and permission of the instructor. Enrollment limit 10.

501, 500, 502. Independent Study.

603-604. Tutorial.

History

Combination of traditional history with social history; focus on family life, working and leisure patterns, ethnic groups, women's roles, as well as historical periods and countries. Secondary education certification in Social Studies.

Major Requirements:

The history major must complete 12 history courses including the tutorial. These must include at least two of the following courses in American history (151, 152, 261, 262) and at least two of the following courses in European history (101, 121, 122, 212, 216). Four of the ten courses (other than the tutorial) required to fulfill the major must be chosen from courses numbered 200 and above. These must include History 347 and at least one of the courses listed under Contemporary Issues (291, 292, 293). They may also include the 200 level courses listed above. Transfer students who major in history must take at least six history courses and the tutorial at Chatham regardless of how many history courses they have taken elsewhere.

Interdepartmental Major Requirements:

The student who undertakes an interdepartmental major in history must complete 8 history courses including one course in each of the two geographic categories listed above under major requirements. She must also take 347 and at least two additional courses at the level of 200 or above. These can include the geographic area courses noted above.

The above requirements do not include the tutorial, which need not be directed by a member of the History Department but must contain some significant historical dimension.

Minor Requirements:

The student who minors in history must complete at least 6 history courses including one course in each of two geographic categories listed above under major requirements.

Courses

101. The History of Western Civilization to 1648.

The ethics and organization of European life from its Judaeo-Christian and Graeco-Roman roots up to the early modern period. The cultural heritage of Mediterranean Antiquity, the Christian and Islamic Middle Ages, the Renaissance, and the Reformation will be studied in conjunction with an examination of their political, social, and economic structures.

121. Europe in the Nineteenth Century.

After a brief overview of the *ancien regime*, the course examines the two great revolutions which reshaped European society and politics in the nineteenth century, the French Revolution, and the Industrial Revolution. Topics to be considered will range from the impact of these revolutions on the daily lives of Europeans to the gradual transformation of the parameters of European thought and culture. Prerequisites: two 100-level courses in history or permission of the instructor.

122. Europe in the Twentieth Century.

The impact of World War I upon Europe, the crisis of democracy and the rise of totalitarian ideologies in the interwar period, and the decline of European influence in the world after the Second World War provide the focal points of the course. It will then explore the slow

resurgence of Europe, prospects for European unity, and revived European influence in international relations as a "third force." Prerequisites: two 100-level courses in history or permission of the instructor.

130. British Architecture and Related Social History.

The purpose of this course is to examine the evolution of British architecture from the earliest times until the present and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter.

138. The Roles and Status of Women in Historical Perspective.

The status of women in America today is the product of several thousand years of accumulated attitudes and conditioning. This course traces the roots of many modern myths and assumptions unfavorable to women. Attitudes held toward women and by women are considered, including evidence of resistance to subordinate status.

151. United States History, 1600-1865.

The course aims to establish a fundamental knowledge of United States history from the time of European incursion to the Civil War. The parameters and patterns of colonial life, the background and causes of the American Revolution, the establishment of the new nation, the nature of Jacksonian politics and society, and the sectional differences that resulted in the Civil War will be examined.

152. United States History Since the Civil War.

This course attempts to develop an understanding of the forces which have shaped modern America. Beginning with Reconstruction, the course moves on to an examination of the changes wrought by the social forces of industrialization, urbanization, and immigration, and the responses to those changes as expressed

by groups such as the Populists and the Progressives. This course will trace the origins of the general Welfare State and the United States as a world power. Readings will include a textbook and a set of primary documents.

153. Pittsburgh Social History and Architecture.

An examination of how Pittsburgh evolved from frontier town to emporium of westward expansion, to manufacturing city, to modern metropolis. Particular focus upon how people lived (worked, played, shopped, traveled, etc.) within the city, and how the city became more liveable. Also emphasis upon topography and architecture — the setting for human activity.

161. Fifties, Sixties, and Seventies: Post World War II America.

Concentrating on the last three decades, the course examines the reformulation of American goals and the alteration of American life in the post-World War II era. The Cold War, the Civil Rights Movement, Vietnam, ecology, and the Women's Movement will be highlighted. Special attention will be paid to cultural developments such as television.

165. History of Health and Medicine.

This course traces the evolution of health and medicine in western society from approximately 1600 to the present. Three major themes are considered: health levels and disease incidence; medical practice and practitioners; and attitudes and perceptions regarding illness and its treatment. Particular issues concerned with women's health are discussed. The influence of societal changes on each of these areas is analyzed.

187. Afro-American History.

A survey of the sagas of Afro-Americans from West Africa through slavery to emancipation in the United States. The

course will examine some of the major political, social, and economic developments of the Black American in American civilization. (See also *Black Studies*.)

212. The Renaissance and the Reformation.

An examination of the ways in which the traditions of Western Humanism, the development of a Renaissance style, and the secularization of politics and society contributed to the formative stages of the modern world. The course will then proceed to analyze the relationship between Renaissance thought and the Protestant Reformation with special emphasis on the issues of religion and politics. Prerequisites: two 100-level courses in history or permission of the instructor.

216. The Age of Reason and Enlightenment.

A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth-century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Prerequisites: two 100-level courses in history or permission of the instructor.

230. History and Literature of London.

The class will read about London in history and literature, visiting the sites and experiencing the settings described in the readings. Prerequisites: two 100-level courses in history or permission of the instructor.

232. The Constitutional and Legal History of England.

This course focuses upon the medieval and early modern origins of English constitutional and legal institutions and practices prior to 1776. English experience and precedent provide the origins of American concepts of law and citizen

rights under law, as well as our legal and governing institutions. Prerequisites: two 100-level courses in history or permission of the instructor.

245. The Modern Middle East.

The Ottoman Empire to the present. Examination of forces shaping the modern Middle East. Rise and fall of the Ottoman Empire, western impact and responses to it. Origins and development of nation-states, Arab search for independence and political community, the struggle for Palestine, inter-Arab rivalry, and the prospects for future stability are examined.

254. History of the American Revolution, 1763-1787.

This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history and the framework of ideas which undergird these events. Prerequisites: two 100-level courses in history or permission of the instructor.

261. American Economic and Social History Before 1900.

This course analyzes the economic and social development of American society during the transition from an agrarian republic to an industrial nation. It focuses on the nature of economic change, work, and the making of an American working class as well as the impact of immigration, race, gender and evangelism. Prerequisite: History 151 or permission of instructor.

262. American Economic and Social History After 1900.

This course analyzes the socio-economic development of American society during the 20th century, focusing on the

maturation of the economy, the evolution of scientific management, the response in the workplace, and changing social demographics, community patterns, and consciousness. Prerequisite: History 152 or permission of the instructor.

263. The Family in American History.

This course examines the major changes and continuities in family life in the United States since the colonial period. Topics include demographic patterns, family roles and functions, family structure, child-rearing attitudes and practices, and the success of the American family over time. Prerequisite: History 101, 151, or 152.

267. United States Diplomatic History.

U.S. Diplomatic History surveys the making and conduct of this country's foreign policy from its formation as a republic through its emergence as a world power. It considers the ideological, economic, cultural, and political factors that have influenced U.S. diplomacy and how these dynamics have been realized during continental expansion, world wars, foreign interventions, and peacetime policies. Prerequisites: History 151, 152, 161 or permission of instructor.

273. Colonial Latin America.

This course covers pre-Columbian Indian society, the European conquest, and subsequent colonial development. Topics include the evolution of the social structures within which Amerindians, Africans, and Europeans lived and worked, colonial economies and labor systems, the wars for independence, and the area's relation to international political and economic dynamics.

274. Modern Latin American History.

Modern Latin American History spans the late 19th and 20th centuries. Beginning with the Porfiriato and the Mexican Revolution, it combines consideration of internal social dynamics (such as immigration, race relations, and the land)

with Latin politics (populism, authoritarianism, and revolution) and international relations (the emergence of neo-colonialism, foreign international relations and intervention, and multi-nationals). The course will focus on Mexico and the PRI, Fidel's Cuba, Allende's Chile, and the long-brewing upheavals in Central America. Films about Latin America will be shown.

291. Contemporary Issues: War.

This course will examine the nature of warfare. Why have people fought wars since the beginning of civilizations? What is the effect of warfare upon those who experience it? We will address these and similar questions. The materials of the course will include extensive audio-visual resources.

292. Contemporary Issues: The Modern Middle East.

The course focuses on problems created by the Middle East's Islamic and colonial experiences. Problem areas include the relationship of religion and politics, ideas of political community, attitudes toward change, relations with the West, economic and cultural dependency. Problem areas will be highlighted by the study of specific 20th century problems. Prerequisites: two 100-level courses in history or permission of the instructor.

293. Contemporary Issues: Work and Leisure in Western Society.

Selected issues are investigated in both historical and contemporary contexts, for example, work satisfaction, women's work roles, the development of the work ethic, and perspectives on the purpose of leisure activities. Current problems concerning work and leisure and future prospects for work and leisure in a post-industrial society are considered. Both Western European and American examples are analyzed. Prerequisites: two 100-level courses in history or permission of the instructor.

347. The Pursuit of History: Process and Product.

This course focuses on the nature of the discipline of history as both process and product. The course begins with a brief overview of the development of historiography and examines the diversity of current historical practice through a consideration of main themes and new trends in historical research. Prerequisite: one 200-level course in history or permission of the instructor.

501, 500, 502. Independent Study.

603-604. Tutorial.

Human Services Administration

See Psychology, P 102

Information Science

Information Science looks not only at the technical aspects of information processing and communication systems but also at the human components. The curriculum covers different cognitive styles and learning mechanisms as well as problem-solving behaviors. This study of human information processing is applied to develop programs that exhibit intelligence and can make informed judgments. Students also learn how to analyze and design computerized systems which can organize information in accessible and useful ways.

Major Requirements:

12.5 courses in the department, including the tutorial. Required courses include Information Science 102, 201, 202, 207, 283, 322, and an approved internship. Three additional courses are to be selected from departmental offerings. In addition, Mathematics 106 and an approved course in statistics are also required.

Interdepartmental Requirements:

8 courses exclusive of the tutorial, including Information Science 201, 202, 283, and 322, and a tutorial reflecting substantial mastery of Information Science are required.

Minor Requirements:

6 courses including Information Science 102, 201, 283, and three others selected from departmental offerings must be completed.

Courses**101. Introduction to Information Science and Computer Science.**

Students study how the information environment—an assembly of computers, communication systems, libraries, and people—can be organized to handle information efficiently. Fundamental computer programming techniques are presented; microcomputers using the BASIC programming language are utilized. In the computer laboratory, each student is expected to develop some proficiency in programming, data base management, spreadsheets, and word processing.

102. Foundations of Information Science.

Introduction to the concepts, principles, and theory of information science. Topics covered are the need for information, information-seeking behavior, information processing, information analysis, the evaluation of information, the information profession, information system concepts, and system theory. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

120. Computers and Intelligence.

An interdisciplinary course which examines the relationship between human cognition and artificial intelligence to determine to what extent the computational model of intelligence is plausible.

201. Intermediate Computer Science.

An intermediate-level computer science course which explores computer organization, operation, and data representation. Computer languages, file handling, and algorithms are studied. Students develop projects in PASCAL. Prerequisites: Information Science 101 and Mathematics 106 or equivalent.

202. Data Structures.

A study of algorithms and data structures for the manipulation, storage, and retrieval of information in a computerized environment using primarily PASCAL. Linear lists, strings arrays, stacks, representation of trees, graphs, and multi-linked structures as well as iterative and recursive programming techniques will be presented. Prerequisite: Information Science 201.

207. Operating Systems.

A theoretical study of the structure of operating systems. Physical input-output, buffering, interrupt processing, multiprogramming, program scheduling, virtual memory, paging, processor scheduling, device queuing, stacks, and resource management interdependencies will be presented. 1.5 course units. Prerequisite: Information Science 201.

250. Internship.

Prerequisites: Information Science 202, 284.

283. Data Base Management Systems.

This course is a study of relational data base management systems and their applications to a wide range of information processing needs. Students will design and implement data base management systems in dBase III while they are being introduced to a conceptual model of a data base environment comprised of five basic components: data bases, data base management systems, data dictionary/directory systems, data base administration, and user system interfaces. Prerequisite: Information Science 101.

284. Information Systems Analysis.

This course develops an understanding of a systems approach to the statement and solution of a broad class of information problems. Initially, activities focus on recognizing the need for or existence of information systems, particularly in decision-making situations. Thereafter, emphasis is placed on specifying system objectives, developing systems analysis proposals, and knowing the tools and techniques involved in detailed systems investigations. Prerequisites: Information Science 201 and 283.

285. Information Retrieval Systems.

Students will explore major classification schemes as well as various subject indexing techniques including permuted key word indexing, citation indexing and abstracting. They will become familiar with ISR (Information Storage and Retrieval) systems concepts, processing of information, organizational and philosophical orientation of these systems, as well as the medium, equipment and search strategy development techniques involved. Various bibliographic retrieval systems will be examined including Dialog, Wilsearch, and CD-ROM. Prerequisites: Information Science 201 and 283.

287. Information Consulting.

This course introduces students to the role of the information counselor – eliciting and diagnosing information problems and needs in systems. The systems may be people, people-computer, and other man-machine systems. We survey the concepts of systems thinking, information seeking behaviors, man-machine interaction, and group processes. Prerequisite: Information Science 101.

320. Special Topics in Information Science.

This course will cover a variety of topics of interest and concern to information scientists including artificial intelligence, legal issues involved in copyrights and

licenses for software, the right-to-privacy issue in large data bases, and various aspects of management theory as it applies particularly to the management of information, a critical corporate resource. Electronic data processing auditing will also be addressed and its implications in system design. Other topics will be added as relevant and/or appropriate. Prerequisite: Information Science 283.

322. Telecommunications and Networking.

The study of telecommunications theory and interconnected stations and data bases from simple local area networks to transcontinental networks. Prerequisite: Information Science 101.

501, 500, 502. Independent Study.

Students work within an information system environment, either on or off campus, where they design, develop, and implement a project for that organization. .5 or 1 course unit. Prerequisites: Information Science 201 and 284.

603-604. Tutorial.

Mathematics

Introduction to the principal branches of mathematics: analysis, algebra, probability and statistics, topology. Emphasis on applications of mathematics to the sciences, the social sciences, business, information science, etc. Preparation for graduate study, certification for teaching in the elementary or secondary school, or employment in government or private corporation.

Major Requirements:

12 courses in mathematics, including Mathematics 327, 341, and the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Vocational goals,

plans for graduate study, or teacher certification requirements should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: *e.g.*, logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

Placement in Mathematics Courses:

Because of the sequential nature of study in mathematics and the dependence on prerequisite skills, initial placement in introductory courses is an important concern. Placement in courses in mathematics is based on level of proficiency and prior accomplishment in mathematics. The Mathematics Proficiency Assessment administered by the Center for Professional Development is one source of information for placement. Courses completed in high school, community college, or other colleges and universities are also taken into account. A student should consult the *Chatham College Catalogue* to be sure that prerequisites are met before enrolling in a course in mathematics. Questions about placement should be directed to a member of the faculty of the Department of Mathematics. The Mathematical Skills Program, consisting of Modules I, II, and III, or Mathematics 099, provides opportunity for development of mathematical skills prerequisite to enrollment in introductory courses in mathematics. Satisfactory completion of the Mathematics Proficiency Assessment, satisfactory completion of the achievement examination for each module of the Mathematical Skills Program, or a satisfactory grade in Mathematics 099 is required for enrollment in introductory courses in mathematics.

Interdepartmental Major Requirements:

An interdepartmental major combining courses in mathematics with courses in another department or program is arranged by a student in consultation with the student's adviser and the chairpersons of the departments concerned. Normally an interdepartmental major involves satisfactory completion of eight courses in mathematics, eight courses in the second department, and a tutorial which integrates the subject matter of the two departments. The selection of courses depends on the goals of the student and the expectations of the departments being combined. The courses in mathematics must include the sequence Mathematics 101, 102, and 221 or the sequence Mathematics 107, 108 and 221, as well as at least one 300-level course in mathematics. The proposed plan for an interdepartmental major is made formal in a memo signed by the student, the adviser, and the chairpersons of each department and filed with the Registrar.

Minor Requirements:

A minor in mathematics consists of six to eight courses in mathematics, including Mathematics 221. Courses in computer science, information science, or statistics may be included with permission of the department.

Courses**099. Basic Mathematics.**

Designed to assist students who have not attained the mathematical skills necessary for enrollment in courses requiring proficiency in computation, geometry, and algebra. Attention will be given to computational mathematics, the fundamentals of geometry, and the essentials of algebra. Satisfactory completion of this course fulfills the College's Proficiency Requirement in Mathematics. It cannot be counted towards a major or minor in Mathematics. .5 course unit.

101. Elementary Calculus, Physics, Applications I.

Principles of measurement and data analysis. Coordinate systems. Formulation of mathematical models with examples drawn from physics, economics, biology, and psychology. Introduction to relations, functions, and vector calculus. Introduction to computer programming. Differentiation. Three lecture-discussion periods and one laboratory period per week. Prerequisites: two years of college preparatory mathematics and Mathematics 106 or equivalent.

102. Elementary Calculus, Physics, Applications II.

Development of Newtonian theory of motion. Application of differentiation, anti-differentiation, and integration to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Selected topics in the history and philosophy of science and mathematics. Mathematics of growth and decline. Approximation techniques, Taylor polynomials. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent.

106. Numbers, Functions, and Graphs.

A link between secondary school mathematics and college-level calculus. Development of essential skills in geometry and algebra. Measurement and approximation. Coordinate systems. Relations and functions and their graphs. Introduction to the computer. Solution sets for equations and inequations. Analysis and solution of statement problems with applications to biology, chemistry, economics, management, and physics. Prerequisites: two years of college preparatory mathematics and satisfactory demonstration of prerequisite skills on the Mathematics Placement Examination or the Mathematical Skills Achievement Examination.

107. Models, Calculus, and Decisions I.

Mathematics of finance. Matrices and their applications. Use of BASIC in solving some problems in finance and matrices. Linear programming. Functions. Linear and quadratic models, curve-fitting techniques, and their applications to economics and management. Exponential and logarithmic functions and their applications. Limits and continuity. Derivative and differential. Techniques of differentiation. Prerequisite: Mathematics 106 or equivalent.

108. Models, Calculus, and Decisions II.

Trigonometric functions and their derivatives. Application of derivatives to graphing functions and optimization. Antiderivative and techniques of anti-differentiation. Definite integration and applications to economics and management. Prerequisite: Mathematics 107 or equivalent.

110. Elementary Statistics.

Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics.

115, 116. Problem Seminar.

Participants meet together once weekly with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. .5 course unit.

130. The Use of Mathematics for Personal Finance Decisions.

A mathematical approach to the planning and management of personal finances. Topics will include mortgages, real estate,

personal income tax, consumer credit, insurance, and investments. (Knowledge of these topics will not be assumed.) The use of mathematics as an aid in the decision-making process will be emphasized.

212. Probability Theory and Applications.

Elements of probability theory, sample spaces, probability measures, probability functions, random variables, discrete and continuous distributions, regression analysis. Applications to statistical analysis and probabilistic models. Prerequisite: Mathematics 102 or 108 or equivalent.

217, 218. Mathematics Seminar.

A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. .5 course unit.

221. Linear Algebra.

Finite dimensional vector spaces; geometry of R^n ; linear functions; systems of linear equations; theory of matrices and determinants. Prerequisite: Mathematics 102 or 108 or equivalent.

222. Intermediate Analysis.

An introduction to multivariate calculus using vector spaces; partial differentiation and multiple integration; calculus of vector functions; applications to extremum problems and differential equations. Prerequisite: Mathematics 221 or equivalent.

251. Physics I.

Integrated lecture and laboratory course directed both to formulation of concepts of modern physics and to development of increasing proficiency in scientific method and problem-solving skills.

Emphasis both on developing mathematical tools and on the foundations of physics and the dependence of physical concepts on these foundations. Topics: Multidimensional particle kinematics and dynamics, linear and angular conservation laws, linear and rotational rigid body dynamics, and a brief introduction to thermodynamics and sound as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 102 or 108, or equivalent.

252. Physics II.

Application of the mathematical and conceptual tools developed in Physics I to theories of gravitation, electricity, and magnetism. Atomic and nuclear theory as time permits. Three lecture periods and one self-scheduled laboratory per week. Prerequisite: Mathematics 251 or equivalent.

255. History and Philosophy of Mathematics.

Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 107 or equivalent.

261. Computer-Based Numerical Techniques and Mathematical Models.

Mathematical models of systems from the natural and social sciences. Numerical techniques for solution of mathematical equations or systems. Computer programming. Prerequisite: Mathematics 102 or 108 or equivalent.

327. Advanced Analysis I.

Foundations for abstract analysis. Real and complex number systems. Elements of point set topology. Limits, continuity, and derivatives. Prerequisite: Mathematics 222 or equivalent.

328. Advanced Analysis II.

Continuation of Mathematics 327. Functions of bounded variation. Riemann

and Riemann-Stieltjes integrals. Sequences and series. Sequences of functions. Introduction to Lebesgue integration. Prerequisite: Mathematics 327.

341. Abstract Algebra I.

Introduction to elements of modern abstract algebra including rings, groups, and fields. Prerequisite: Mathematics 221 or equivalent.

342. Abstract Algebra II.

Advanced treatment of linear algebra with application to geometry. Prerequisite: Mathematics 241.

501, 500, 502. Independent Study.

603-604. Tutorial.

Modern Languages

Communication tools for an economically, socially, and politically interdependent world. Intense language study to develop breadth of perspective, depth of cultural understanding, sensitivity to one's own language, and career flexibility. Secondary education certification in French, German, and Spanish. The German major is available only to students who declared this major by the end of the Fall term 1985.

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French:

10 courses in French including the tutorial. French 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in French literature and/or civilization.

Major Requirements in German:

10 courses in German including the tutorial. German 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in German literature and/or civilization.

The German major is available only to students who declared this major by the end of the Fall term 1985.

Major Requirements in Spanish:

10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major. Majors are expected to complete a minimum of five courses in Spanish literature and/or civilization.

Interdepartmental Major Requirements:

8 course units in one language, at least six of which must be at the 200 level or above.

Minor Requirements:

Minors are available in French, German, Russian, and Spanish. The minimum requirements are six course units beyond the 100 level, at least two of which must be in literature courses in the appropriate language. A student may earn exemption from a maximum of two of the six units required by appropriate achievement on the proficiency examination administered when the student first enters Chatham. Minor language programs are normally designed in consultation with a member of the department.

French

101. Elementary French I.

An introduction to understanding, speaking, reading, and writing.

102. Elementary French II.

Continuation of French 101. Prerequisite: French 101 or departmental placement.

127. French Literature in Translation.

Reading and analysis of selected works in translation. With permission of the department, these courses may be taken for French major credit.

127A. *Cherchez la Femme.*

Images of women in French literature. An analysis of the myths and stereotypes characterizing and determining the various roles of women in French literature from the sixteenth to the nineteenth centuries. Selections from Molière, Stendhal, Flaubert, and Zola will be included. All readings and class sessions in English.

127 B. Simone de Beauvoir.

A study of France's most celebrated woman of letters: author of the feminist classic *The Second Sex*, co-originator with Jean-Paul Sartre of the major French school of existentialist philosophy, biographer, essayist, and Goncourt prize-winning novelist. All readings and class sessions in English.

127C. Evil, Madness, and Fantasy in French Literature.

A study of French works showing the fascination with evil deviants, the occult, the irrational, the marvelous, and the fantastic. Readings from the *chansons de geste*, Rabelais, Voltaire, Diderot, Sade, Laclos, Maupassant, Rimbaud, Alain-Fournier, and Supervielle. All readings and class sessions in English.

203. Intermediate French I.

A review of basic French grammar and an expansion of French vocabulary. Readings in aspects of French civilization. Practice in speaking and writing. Prerequisite: French 102 or departmental placement.

204. Intermediate French II.

A continuation of French 203. Prerequisite: French 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written résumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: French 204 or departmental placement.

214. Introduction to French Literature I: The Middle Ages and the Renaissance.

A study of the epic, romance, and lyric genres, illustrating the quest for mythical and chivalric honor, expressions of love, and the problems of the poet. The Renaissance re-evaluation of this literary tradition and the development of works of moral persuasion. Readings from such writers as Marie de France, Rutebeuf, Villon, Rabelais, Ronsard, Marguerite de Navarre, and Montaigne. Prerequisite: French 205, 207, or departmental placement.

215. Introduction to French Literature II: Neoclassicism and the Age of Enlightenment.

The dramatic and philosophical literature of the seventeenth and eighteenth centuries, including plays, novels, *contes*, and letters. Readings from such writers as Descartes, Pascal, Boileau, Corneille, Racine, Molière, La Fontaine, Montesquieu, Diderot, Voltaire, Rousseau, and Beaumarchais. Prerequisite: French 205, 207, or departmental placement.

216. Introduction to French Literature III: The Nineteenth and Twentieth Centuries.

An examination of the renewal of literary form and vision from the Romantic movement in the 1820s to realism, symbolism, naturalism, dadaism, and

surrealism. Lyric poetry, dramatic theory and practice, and the development of the novel in works from such writers as Lamartine, Hugo, Vigny, Musset, Baudelaire, Rimbaud, Mallarmé, Balzac, Flaubert, Zola, Apollinaire, Proust, Breton, Anouilh, Camus, and Sartre. Prerequisite: French 205, 207, or departmental placement.

219. French Civilization.

The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or departmental placement.

223. Seminar

Studies in particular areas of French language, literature, or civilization.

223A. French Literary Criticism.

A study of major French authors as seen by French literary critics from Stendhal to members of "la post-nouvelle critique" of the present day, such as Valéry, Sartre, Barthes, Goldmann, Bénichou, Poulet, Derrida, Mauron, Genette, and Cixous. Prerequisite: French 205, 207, or departmental placement.

223B. Major French Authors.

This course will treat significant authors and movements. Prerequisite: French 205, 207, or departmental placement.

223C. Stylistics and *Explication de Textes*.

The study of French style and the French method of literary analysis through textual and grammatical investigation, comparison of French and English linguistic structures, translations, and free compositions. Prerequisite: French 205, 207, or departmental placement.

240. Commercial French.

An introduction to the language skills required in French business correspondence and related commercial activities. The course will focus on the acquisition of vocabulary and technical terminology and will include a unit on translation skills. Fulfills one of the requirements of the International Business major. Prerequisite: one course beyond French 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

German

101. Elementary German I.

An introduction to understanding, speaking, reading, and writing German.

102. Elementary German II.

Continuation of German 101. Prerequisite: German 101 or departmental placement.

203. Intermediate German I.

A review of basic German grammar and an expansion of German vocabulary. Readings in aspects of German civilization. Practice in speaking and writing. Prerequisite: German 102 or departmental placement.

204. Intermediate German II.

A continuation of German 203. Prerequisite: German 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 204 or departmental placement.

207. Conversation.

Conversation, discussion, and debates on topics of timely interest, reinforced by short written résumés, stressing accuracy of expression and using a practical, up-to-date vocabulary. Prerequisite: German 204 or departmental placement.

211, 212. Survey of German Literature.

An introduction to the development of German literature from the Old High German period to the present. **211:** from the 9th to the 19th century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. **212:** the 19th and 20th centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 204 or departmental placement.

215. German Civilization.

The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 204 or departmental placement.

240. Commercial German.

An introduction to the language skills required in German business correspondence and related commercial activities. The course will focus on the acquisition of vocabulary and technical terminology and will include a unit on translation skills. Fulfills one of the requirements of the International Business major. Prerequisite: one course beyond German 204 or departmental placement.

245. The Classical Period.

An introduction to the historical and cultural context of German Classicism. Reading of representative works of Lessing, Goethe, Schiller, and Hoelderlin. Prerequisites: German 211 and 212 or departmental placement.

250. German Romanticism.

A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffmann. Prerequisites: German 211 and 212 or departmental placement.

255. Modern German Literature.

A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Boell. Prerequisites: German 211 and 212 or departmental placement.

320. Seminar.

Studies in particular areas of German literature, language, and culture. Prerequisites: two courses beyond German 204 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Russian

101. Elementary Russian I.

An introduction to understanding, speaking, reading, and writing Russian.

102. Elementary Russian II.

Continuation of Russian 101. Prerequisite: Russian 101 or departmental placement.

203. Intermediate Russian I.

A review of basic Russian grammar and an expansion of Russian vocabulary. Readings in aspects of Russian civilization. Practice in speaking and writing.

Prerequisite: Russian 102 or departmental placement.

204. Intermediate Russian II.

A continuation of Russian 203. Prerequisite: Russian 203 or departmental placement.

205. Grammar and Composition.

An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 204 or departmental placement.

207. Conversation.

An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 204 or departmental placement.

211, 212. Survey of Russian Literature.

An introduction to the literature of the nineteenth and twentieth centuries. **211:** Pushkin through Chekhov, the Golden Age, the great realistic novelists, the short story. **212:** Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 204 or departmental placement.

215. Russian Civilization.

The cultural heritage of Russia: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Russian 204 or departmental placement.

226. Russian Masterpieces in Translation.

Representative works of the great Russian writers of the twentieth century, including Chekhov, Pasternak, Solzhenitsyn, Gladkov, and prose writings of the Symbolist movement.

227. Dostoevsky in Translation.

A comprehensive study of Dostoevsky's works beginning with his first novel, *The Poor Folk*, and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment*, *The Idiot*, and *The Possessed*.

228. Solzhenitsyn in Translation.

A study of Solzhenitsyn's major works against the historical and political background, beginning with *One Day in the Life of Ivan Denisovich* and including *The First Circle*, *Cancer Ward*, and *Gulag Archipelago*.

229. Tolstoi in Translation.

A study of Tolstoi's works, beginning with his first novel, *Childhood*, and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed.

501, 500, 502. Independent Study.**Spanish****101. Elementary Spanish I.**

An introduction to understanding, speaking, reading, and writing Spanish.

102. Elementary Spanish II.

Continuation of Spanish 101. Prerequisite: Spanish 101 or departmental placement.

130. Spanish in Mexico.

The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their instructor, who will accompany the group. Participants will be housed at the Hacienda El Cobano, and social contact with the people of El Cobano and the city of Colima will be emphasized. Field trips to the University

of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: permission of the instructor.

203. Intermediate Spanish I.

A review of basic Spanish grammar and an expansion of Spanish vocabulary. Readings in aspects of Spanish civilization. Practice in speaking and writing. Prerequisite: Spanish 102 or departmental placement.

204. Intermediate Spanish II.

A continuation of Spanish 203. Prerequisite: Spanish 203 or departmental placement.

205. Grammar and Composition.

Intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 204 or departmental placement.

207, 208. Conversation.

Intensive courses in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 204 or departmental placement.

209. Spanish Phonetics.

The theory and practice of Spanish pronunciation. Required of teacher certification students. Prerequisite: Spanish 204 or departmental placement.

211, 212. Introduction to Spanish Literature.

An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 204 or departmental placement.

215. Spanish Civilization.

The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 204 or departmental placement.

216. Spanish American Civilization.

The ethnic inheritance, culture, ecology, institutions, class structure, concepts of reality, and current problems in Spanish America. The influence of the Colonial period will be traced in various aspects of present-day culture. Prerequisite: Spanish 204 or departmental placement.

217, 218. Spanish American Literature.

An introduction to the most significant works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or departmental placement.

240. Commercial Spanish.

An introduction to the language skills required in Spanish business correspondence and related commercial activities. The course will focus on the acquisition of vocabulary and technical terminology and will include a unit on translation skills. Fulfills one of the requirements of the International Business major. Prerequisite: one course beyond Spanish 204 or departmental placement.

241. Spanish Literature of the Golden Age: Drama.

The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or departmental placement.

242. Spanish Literature of the Golden Age: Non-Dramatic.

Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or departmental placement.

251. Spanish Literature of the Nineteenth Century.

A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or departmental placement.

255. Spanish Literature of the Twentieth Century.

The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or departmental placement.

501, 500, 502. Independent Study.

603-604. Tutorial.

Other Departmental Offerings

Italian

Italian 501, 500, 502. Independent Study

Latin

Latin 501, 500, 502. Independent Study.

Music

See **Fine and Performing Arts**, p. 74

Philosophy and Religion

The meaning and value of human existence, the methods of rational inquiry, the perplexity and ambiguity of experience; moral and intellectual issues of a technological, global society. Complementary to interdisciplinary studies.

Major Requirements:

12 courses in philosophy including the following: 113, 119, 231, 243, 245, 247, one course above the 250 level, and the tutorial. It is expected that the tutorial will culminate in a long research or

critical philosophical paper. Students planning to major in philosophy should take Philosophy 113 and 119 before enrolling in other courses in philosophy. They should attempt to take the History of Philosophy sequence in chronological order.

Interdepartmental Major Requirements:

8 courses in philosophy exclusive of the tutorial including: 113, 119, 231, 243, 245, and 247. The tutorial must contain some substantial philosophical content.

Minor Requirements:

6 courses in philosophy including 113, 119, and two courses in the History of Philosophy sequence.

Philosophy

100. Critical Thinking.

An introduction to critical thinking and writing through the recognition, evaluation, and construction of arguments. Special attention will be given to scientific inquiry as an illustration of rational argumentation.

113. Introduction to Philosophy.

An introductory course focusing upon some of the perennial problems of philosophy such as the relation of mind and body, the nature of knowledge, freedom and determinism, the existence of God, immortality, and moral responsibility.

119. Logic.

An introduction to the principles of deductive logic through training in the evaluative techniques of contemporary symbolic logic, including argument symbolization, proof construction, and truth tables.

141. Philosophy and Women's Issues.

An examination of classical and contemporary treatments of philosophical issues of particular relevance to women. Topics discussed may include equality, freedom, social roles, sexism, feminism, love, sex, marriage, family work, education, and preferential treatment.

200. Biomedical Ethics.

This course is concerned with the ethical issues which have arisen from recent biomedical innovations or which may arise from future innovations. Among the topics discussed are new definitions of death and personhood, killing versus letting die, allocation of scarce medical resources, organ transplants, genetic engineering, the psychiatric control of human behavior, and new and projected techniques of human sexual and asexual reproduction.

205. Introduction to Social and Political Thought.

An introductory exploration of the fundamental normative questions of politics and social life. The course will examine the various methods of political and social thought and especially the range of solutions to the problems of authority, obedience, freedom, equality, and justice in such theorists as Plato, Hobbes, Locke, Mill, Rousseau, and Marx.

231. Moral Philosophy.

A historical and critical examination of the nature of moral value, argument, and sentiment. Focus is on moral character and responsibility.

243. History of Philosophy: Ancient Philosophy.

An exploration of themes in Greek thought from Heraclitus and Parmenides to Plato, Aristotle, and Epictetus. Prerequisite: one course in philosophy.

244. History of Philosophy: Medieval Philosophy.

An exploration of medieval thought focusing upon Augustine, Anselm, and Aquinas. Prerequisite: one course in philosophy.

245. History of Philosophy: From Descartes to Kant.

An examination of the thought of the seventeenth and eighteenth centuries focusing upon Descartes, Hume, and Kant. Prerequisite: one course in philosophy.

246. History of Philosophy: The Nineteenth Century.

An exploration of the major themes in philosophy during the nineteenth century (*e.g.*, Idealism, Existentialism, Utilitarianism, Marxism) as seen in the works of Hegel, Schopenhauer, Nietzsche, Kierkegaard, Mill, and Marx. Prerequisite: one course in philosophy.

247. History of Philosophy: Twentieth Century Analytic.

An examination of the development of Anglo-American analytical philosophy in the twentieth century. Topics discussed may include language, meaning, truth, logic, knowledge, justification, mind, and perception. Prerequisite: one course in philosophy.

276. Art, Religion, and Meaning.

An investigation of the alleged limitations of philosophical inquiry in accounting for the significance of religious and aesthetic experience. The following may be discussed: religious truth; the role of the symbol, myth, and metaphor; the apprehension of non-propositional knowledge; and the significance of sentiment and intuition. Prerequisite: Philosophy 113; Philosophy 244 and 246 are recommended.

282. Rights, Justice, and the Law.

An intensive critical investigation of the nature and role of rights in legal and political philosophy especially in theory of law, theory of distributive justice, the propriety of legislating morality, and the justification of punishment. Prerequisite: Philosophy 205; Philosophy 231 is recommended.

292. Mind, Language, and Artificial Intelligence.

Recent work in philosophy of mind has been revolutionized by artificial intelligence research. Through contemporary readings, we will examine the nature of mind, consciousness, feeling, and linguistic meaning. Prerequisite: Philosophy 100 or 119.

310. Seminar: Special Topics.

An upper-level seminar on alternate topics. Prerequisites: two 200-level courses and at least junior status.

501, 500, 502. Independent Study.

603-604. Tutorial.

Religion

115. The Relevance of the Old Testament.

A historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures, and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society.

116. Introduction to the New Testament.

A historical examination of basic documents related to the origins of Christianity, including the gospels and epistles as well as non-canonical materials.

162. The Prophetic Literature.

An intensive study of the Hebrew prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: Religion 115 or permission of instructor.

176. Asian Religions.

An introductory examination of Hindu, Confucian, Taoist, and Buddhist traditions through an examination of basic texts. Emphasis will be on their historical interrelations.

189. Black Theology and Black Religion.

An examination of the interpretation of the Christian church and its implications for the Black religious experience. Focus is on the Black church as a principal agent of integration in the Black community. (See also *Black Studies*.)

Physical Education

The Physical Education Department provides a balance to the rigorous demands of the academic environment by offering courses to develop personal fitness, athletic skills, and recreational interests. A Physical Education major is not offered.

101. Introduction to Lifetime Fitness.

This course is designed to introduce the student to the concepts of fitness and health and to the physical skills needed to maintain fitness and health for life. Topics to be included in the course are physical fitness, health, nutrition, aerobic dancing, jogging and walking, water

exercise, and the use of weight and exercise equipment. This course may be repeated. .5 course unit.

105. Body Conditioning and the Normal Aging Process.

How a woman ages depends on a combination of her lifestyle behaviors today and hereditary factors. A woman in her 30s and 40s can begin taking steps to minimize the effects of aging. This course will teach you how to modify current physical and emotional health habits to improve the quality of your life as you grow older. .5 course unit.

108. Yoga and Relaxation.

Yoga is the world's oldest system of personal development. It is a discipline which can teach you to bring stress under control through the practice of physical postures (asanas) for muscle tone and flexibility, and breathing and meditation techniques for quieting the mind. .5 course unit.

111. Archery and Bowling.

Basic skills and techniques will be taught through analysis of body movement, scientific and mechanical principles, and their applications to the particular lifetime physical activity. .5 course unit.

114. Fencing.

Basic foil skills and mobility essential to fencing will be studied. The concept of strategy, rules of play in competition, directing, and judging are emphasized. .5 course unit.

117. Racquet Techniques: Tennis and Paddle Tennis.

Skills, strategies, rules, and concepts essential to racquet games with special emphasis on platform tennis and tennis. Participation in and observation of each sport is essential. This course may be repeated. .5 course unit.

118. Racquet Techniques: Badminton.

Basic racquet skills, footwork, and strategies will be taught. Students will learn techniques, terminology, and rules of the game which will increase their proficiency and enjoyment of the sport of badminton. .5 course unit.

119. Skiing: Conditioning and Techniques.

Basic concepts of Alpine and Nordic skiing techniques will be taught. Course is appropriate for beginners as well as experienced skiers. Conditioning exercises designed to improve leg strength, endurance, and flexibility is included and leg strength. Additional fees for equipment rental, lift tickets, and/or trail passes required.

145. Aerobic Dancing.

Stimulating low impact aerobic exercise to improve overall fitness. Routines are choreographed to music. Emphasis on muscle tone, correct usage of exercise techniques, fat density, and nutrition. .5 course unit.

155. Beginning Swimming.

Swimming can be an enjoyable means of maintaining fitness for a lifetime. This course is designed for the student who does not know how to swim or to keep herself afloat in water. In addition to learning basic stroke mechanics, students will also be introduced to water exercises which can be done at poolside. .5 course unit.

161. Beginning Golf.

This course emphasizes the development of fundamentals of golf. Emphasis is given to all strokes, strategies, and rules. The student is taught how to select, purchase, maintain, and properly care for equipment involved in golf. .5 course unit.

214. Lifesaving and Lifeguarding: American Red Cross

Course will include advanced lifesaving techniques, CPR and first aid training, and lifeguard training as outlined by the American Red Cross guidelines. Upon completion, students may assume the responsibilities of a lifeguard at a pool or protected (non-surf, open water) beach. Prerequisite: permission of the instructor. .5 course unit.

218. Intermediate and Advanced Tennis.

Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: permission of the instructor. .5 course unit.

256. Advanced Swimming.

Emphasis on improvement of swimming skills for students who already know how to swim. Common types of stroke defects will be examined and corrected to enhance swimming proficiency. Basic synchronized swimming skills may also be introduced. Prerequisite: Physical Education 155 or permission of instructor. .5 course unit.

306. Water Safety Instructor: American Red Cross.

Methods of teaching swimming skills to others with emphasis on safe and skillful contact in, on, and around water. Prerequisite: Physical Education 214 or equivalent. Textbook fee required. .5 course unit.

501, 500, 502. Independent Study.

Political Science

Concentrations on American political processes, American political behavior and public opinion, political communication, political thought, public administration, judicial process, Constitutional law, international relations, foreign policy, and comparative politics. Comprehensive background in research methodology and social statistics.

Major Requirements:

12 courses in political science including the tutorial. All majors must complete Political Science 211; Philosophy 205; three courses from the following: Political Science 101, 103, 104, 108; and three additional courses at the 200 or 300 level. Philosophy 282 may be taken for credit toward the political science major. No more than one internship may count toward the major.

Interdepartmental Major Requirements:

8 courses in political science exclusive of the tutorial. All interdepartmental majors must complete Political Science 211; Philosophy 205; one course from the following: Political Science 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Philosophy 282 may be taken for credit toward the political science interdepartmental major. No more than one internship may count toward the interdepartmental major.

Minor Requirements:

6 courses in political science. All minors must complete Political Science 211; Philosophy 205; one course from the following: Political Science 101, 103, 104, 108; and two additional courses at the 200 or 300 level. Philosophy 282 may be taken for credit toward the political science minor. No more than one internship may count toward the minor.

Courses

101. American Political Processes.

This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society and the demands which societal change is placing and will place upon the structure and operations of political institutions.

103. Introduction to Comparative Politics.

An introduction to the theories and concepts employed in comparative political studies, with emphasis on the political institutions and processes of the major democratic and non-democratic governments of Europe.

104. Introduction to International Relations.

A survey of significant patterns and trends in 20th-century world politics; modes of conducting relations among nations; instruments for promoting national interests; current problems of economic and political interdependence.

108. American Political Behavior.

An examination of patterns of political learning, political attitudes and beliefs, and voting behavior in contemporary America. Emphasis will be placed on the ways in which background characteristics of individuals (such as social class, sex, ethnicity, and age) and major political events and crises (such as war and depression) affect political attitudes and behavior.

201. The American Judicial Process.

This course examines the politics, processes, and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional

institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Prerequisite: Political Science 101 or permission of the instructor.

203. Constitutional Law I: United States Government Powers and Relationships.

An examination of the role American courts have played in shaping governmental powers and relationships outlined in the Constitution. The course will consider the doctrine and use of judicial review and the legal problems raised by separation of power between the national branches and by the division of power between nation and state. Special attention will be paid to the ways in which courts have affected the power of Congress over taxation and commerce and the domestic and international powers of the Presidency. These issues will be examined through an analysis of court decisions and through application of legal principles to hypothetical-fact situations. Prerequisites: Political Science 101 or its equivalent and sophomore standing.

204. Constitutional Law II: Civil Liberties.

An examination of the role American courts have played in giving meaning and scope to rights and liberties protected by the Constitution. The course will consider rights of persons accused of crime; rights to free speech, press, and assembly; freedom of religious belief and practice; equal protection of the law; the right of privacy. These issues will be examined partly through consideration of the actual impact of such decisions on the political system. Examinations will require the student to apply principles to hypothetical-fact situations. Prerequisites: Political Science 101 or 203, sophomore standing, and permission of the instructor.

211. Methods of Political and Social Research.

An introduction to the logic of social inquiry, research design, and methods of data collection used in behavioral political and social research. Topics to be covered include techniques of surveys, observation, content analysis, and experiments. Students will construct their own survey research designs. Prerequisite: sophomore standing.

212. Elementary Statistics and Computer Analysis in Political and Social Research.

An introduction to elementary applied statistics and computer data analysis as used in behavioral political and social research. Students will collect survey research data from their own empirical research projects and analyze these data statistically, using pre-packaged computer programs. Prerequisite: Political Science 211.

213. Sex Discrimination and the Law.

An examination of past and present sources of discrimination experienced by men and women in the United States and a consideration of evolving patterns of equal protection and due process of law in recent local, state, and federal laws and court decisions. Employment, marriage, the right to privacy, and the possible impact of the Equal Rights Amendment are among the topics to be discussed. Prerequisite: Political Science 101 or permission of instructor.

217. International Law and Organization.

This course examines the role of international law and organization in world politics. The focus is on understanding how and why the body of international law and the network of organized international relationships developed and what they contributed to managing such issues as military conflict, political change, and economic instability.

220. Security or Suicide: Nuclear Weapons and Arms Control.

A course surveying the development of nuclear weapons, the evolution of deterrence theory, the strategic arms race, the nature and potential consequences of nuclear war, threats of proliferation, and arms control efforts. Also investigates proposals to solve the nuclear dilemma, such as the nuclear freeze and no-first-use. Prerequisites: Political Science 104 and/or 225 are recommended.

221. Comparative Communism.

This course is an introduction to the political systems of the Soviet Union, Eastern Europe, and the People's Republic of China. The course will consider the historical and ideological factors that helped to shape the political and economic institutions in the USSR (which in turn become the object of emulation for subsequently established communist regimes) and analyze some of the special features of the various political systems that have been evolved later in the USSR, Eastern Europe, and China.

223. America in Vietnam, 1945-1975.

This course examines America's entry into, conduct of, and exit from the Vietnam War. Some consideration is given to opposition from 1965 to 1972, to literature, and to the war's legacy, but the emphasis is on perceptions of national interest and the political and military strategies conceived and executed. Prerequisite: Political Science 104 or permission of the instructor.

225. United States Foreign Policy.

Survey of factors and forces which shape the making and implementation of American foreign and defense policy. Emphases are on the perceptions of decision makers, the impact of the policy-making process on decisions, and actual policies since World War II. Prerequisite: Political Science 101 or 104 or permission of instructor.

226. Soviet Foreign Policy.

Analysis of the factors and forces which shape Soviet foreign and defense policy. Common assumptions about Soviet motives are weighed against actual behavior and assessed. Policy toward China, Eastern Europe, and the Third World is considered, with the primary focus being the Russian-American relationship since World War II. Prerequisite: Political Science 104 or permission of instructor.

228. Public Administration.

An examination of the executive agencies and personnel of United States national, state, and local governments. Special attention will be given to the relationship between the structure of governmental systems and resulting characteristics of administration. Special topics to be considered include decision-making, budgeting, personnel, and administrative law. Prerequisite: Political Science 101 or permission of instructor.

229. Political Communication and Mass Persuasion in America.

An examination of the patterns of political communication and techniques of mass political persuasion in contemporary America. Of particular interest is the role of the mass media and computer technology as instruments of communication and persuasion in election campaigns and as shapers of the image of the American presidency. Prerequisite: one 100-level course in the social sciences or Communication.

238. Congress and the Presidency.

An examination of the interrelationships between the modern Presidency and Congress, stressing contemporary forces and personalities affecting the relationship in a period of institutional change. Prerequisite: Political Science 101 or permission of instructor.

260. International Diplomacy and the Middle East: Theory and Practice.

This course introduces the student to the principles and modes of decision-making of the state and non-state actors in the international system. To test these theories students are introduced to one of the major international problems of the 20th century, the Arab-Israeli conflict. Students engage in a simulation game designed to integrate both decision-making and regional material.

302. Seminar in Political Communication.

The seminar examines areas of interest in the field of American political communication, including press coverage of political candidates and political leaders and communication strategies of those who are seeking and holding political office. Students are required to collect their own research data, analyze it in a research paper, and present it to the group. Prerequisite: Political Science 229.

322. Seminar in American Foreign Policy.

This is a reading seminar emphasizing both classic and major contemporary treatments of American foreign policy issues. An attempt is made to evaluate these writings using various analytical approaches to the study of foreign policy in general. Prerequisite: Political Science 225.

332. American Propaganda in the Two World Wars.

The seminar examines the content, techniques and strategies, and organization of American domestic propaganda during World War I and World War II. Of concern also is the debate during the war and interwar years over the necessity for war propaganda in a democracy. Prerequisite: junior standing.

501, 500, 502. Independent Study.**603-604. Tutorial.****Psychology**

The scientific study of behavior: origins and development, learning, memory and cognition, social influences, physiological factors, individual differences, personality, adjustment and maladjustment. Basic theories applied to exceptional children, industry and organizations, counseling, education and assessment. Application to graduate study in the field or to any career to which an understanding of human thought and behavior is central.

Major Requirements:

12 courses in psychology including the tutorial. All majors must complete Psychology 101, 213, 218, and 302. Four courses must be taken from the following: Psychology 222, 224, 231, 232, 233, 241, 252.

Interdepartmental Major Requirements:

8 courses in psychology exclusive of the tutorial. Interdepartmental majors must complete Psychology 101, 213, 218, and three from the following: Psychology 222, 224, 231, 232, 233, 241, 252.

Minor Requirements:

6 courses in psychology. All minors must complete Psychology 101, 213, 218, and two from the following: Psychology 222, 224, 231, 232, 233, 241, 252.

Courses**101. General Psychology.**

An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment.

183. Black Psychology.

A description of behavior of Black Americans in light of general psychological facts and theories. Special emphasis is placed on Black cultural group experiences. Topics will include basic adjustment problems, perception of self and others, positive and negative personality traits, survival skills, and family structure. (See also *Black Studies*.)

213. Statistics and Research Design.

This course is designed to introduce students to an essential research tool. Topics to be included are frequency distributions, indices of central tendency, variability and various inferential statistics, including nonparametric techniques. This course will also examine research design procedures with an emphasis on analysis of variance. Prerequisites: Psychology 101 and completion of the College-wide mathematics proficiency requirement.

218. Foundations of Behavioral Research.

This course will examine the scientific method employed by psychologists. Topics to be reviewed include sampling, validity and reliability, experimentation, and field research. Students will also conduct laboratory assignments on areas within learning, cognition, and social psychology. Prerequisites: Psychology 101 and 213 or permission of the instructor. 1.5 course units.

222. Learning, Memory, and Cognition.

An overview of empirical research and theories concerned with instrumental learning, classical conditioning, verbal learning, attention, memory, transfer, problem solving, and thinking. Prerequisite: Psychology 101.

224. Motivation.

A survey of the concepts and data related to the arousal and direction of behavior. Prerequisite: Psychology 101.

231. Social Psychology.

A survey of human and animal behavior in a social context. Prerequisite: Psychology 101.

232. Personality.

A survey of modern research literature on complex individual differences to illustrate concepts, types of problems and methods, and their relevance to extant theories of personality. Prerequisite: Psychology 101.

233. Abnormal Behavior.

A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation, and of procedures for the diagnosis and modification of disturbed behavior. Prerequisite: Psychology 101.

241. Psychobiology.

An examination of the biological correlates of behavior. Emphasis will be placed on the central nervous system, its structure, organization, and function. Specific topics considered are sleep, learning, memory, sexual behavior, motivation, and complex processes such as thought and language. Prerequisite: Psychology 101.

252. Principles of Child Development.

The course is a general introduction to theories and methods of developmental psychology. The course covers patterns and possible mechanisms of behavioral development from conception through adolescence. Discussion of research techniques is supplemented by observation in local child study laboratories and child care centers. Prerequisite: Psychology 101.

302. Junior Seminar.

Studies of contemporary psychological research literature. Course varies from year to year. Local resource persons and research facilities utilized. Major emphasis on preparation of plans for tutorial research. Instruction in writing.

305. Exceptional Child.

A developmental approach is taken to the study of exceptional children. Theories of normal development provide a framework for special development. Diagnosis and assessment procedures are evaluated.

Exceptional children include those with physical and/or learning disabilities, those who are mentally retarded or gifted, as well as those with emotional or behavioral difficulties. This course will include one-half day per week field experience.

Prerequisites: Psychology 101 and one of the following: Psychology 252, Education 213, Education 215 or permission of the instructor(s).

310. Industrial Psychology.

The course examines psychological principles and methods as they apply to industry and organizations. Topics to be included are personnel selection, performance assessment, development and training, attitudes and motivation, and human factors. Prerequisites: Psychology 101 and 215.

315. Practicum in Psychology.

Interviewing, listening, and counseling skills are discussed and practiced. Major approaches to the evaluation and modification of behavior are examined, as are methods of enhancing life and work experiences. In addition to class time, students will spend one-half day per week in human services agencies. Prerequisite: Psychology 101, 233 or permission of the department.

325. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Prerequisites: Psychology 101 and 220 or permission of instructor.

350. History and Systems of Psychology.

The history of psychology from its early philosophical forebearers through its development in the schools of the late nineteenth and early twentieth centuries to its present stage of theoretical development. Prerequisites: Psychology 101 and junior status.

501, 500, 502. Independent Study.**503, 504, 505. Individual Research.**

Intensive study of a specific research problem by survey of literature, data collection, data analysis, with the supervision and collaboration of a faculty member and possibly in collaboration with other students who are working on the same problem or related ones.

Minimum registration: one term or Interim; repeated registration to a total of three units permitted. This course is ideal preparation for tutorial work in psychology. Prerequisites: Psychology 101, 213, 218, and permission of the instructor.

603-604. Tutorial.**Human Services Administration**

Interdisciplinary curriculum with core courses in sociology, ethnic and minority relations, psychology, statistics, and management. Advanced concentration in Early Childhood, Social Services, or Gerontology.

Major Requirements:

15 courses including Human Services Administration 101, 202, 235, 301, 302, and 350; Psychology 101, 213, 218, 315 and the tutorial. Within the Human Services Administration major, there are three concentrations: Early Childhood, Social Services, and Gerontology. The student must complete three courses in one of the three concentrations:

Early Childhood: Psychology 252, 305; Education 213, 215.

Social Services: Human Services Administration 231, 234, 248 or History 263; Psychology 231, 233.

Gerontology: Human Services Administration 212, 250, 309; Biology 153, 222; Philosophy 200.

Courses

101. Introduction to Social Behavior.

The goal of the course is to introduce the student to basic sociological concepts and methods, including socialization, groups, social institutions, collective behavior, and social change. Emphasis also will be placed on conceptual and methodological tools necessary for the scientific analysis of human interaction and on society's fulfillment of human needs through health, education, and social welfare systems.

202. Social Policy and Planning.

The goal of this course is to trace the emergence of social welfare programs in the United States and the social, economic, political, and philosophic variables which have affected their development. The current status of social policies and programs will be examined, as will implications for the future. Prerequisite: Human Services Administration 101.

212. Introduction to Gerontology.

The aim of this course is to guide the student through a systematic examination and assessment of the relative impact of biological, social, psychological, political, economic, and other institutional and non-institutional forces on the aging process. Prerequisite: Human Services Administration 101 or permission of instructor.

231. Criminology.

A general introduction to major issues and problems in the study of crime and criminal behavior. Origins of the discipline of criminology. Theories of causes of crime and critiques of these theories. Criminal law and the criminal justice system in the U.S. and in other societies. Prerequisite: Human Services Administration 101 or permission of instructor.

234. Social Work and Social Welfare.

This course examines social work and social welfare in the U.S. Particular attention will be given to the historical and analytical basis of the methods used by social workers to deal with social problems, to the dilemmas which result from the organization of social welfare agencies, and to the history and critical analysis of social welfare policies. Prerequisite: Human Services Administration 101 or permission of instructor.

235. Ethnic and Minority Relations.

The interrelations of culturally or physically distinctive groups within developed and developing societies. Comparative contexts of struggle over symbolic, political, and economic interests. Prerequisite: Human Services Administration 101.

240. Comparative Human Services Systems.

The class will interlace readings and analysis with visits to human service agencies and planning and policy-making institutions in Europe. Students will observe and speak with a variety of practitioners in a number of settings. Prerequisites: Human Services Administration 101, 212, 234, and permission of instructor.

248. Marriage and the Family.

This course analyzes marriage and the family in American society: historical development; contemporary economic and cultural pressures on each; and the

impact that social class has upon the nature of family life. The course also will contrast the American family with examples of marriage and family life from selected other cultures and subcultures.

250. Death and Dying.

This course explores the sociological structure of categories pertaining to death including old age and illness. It will focus on the phenomenon of death as understood or not understood by family members, physicians, nurses, and the dying themselves. Prerequisite: Human Services Administration 101.

301. Management Module I.

This module will focus on the following: organizational structure of human service agencies' program development and evaluation, financial planning, marketing, and personnel practices. Prerequisites: Human Services Administration 101, 202, Psychology 101.

302. Management Module II.

A continuation of 301.

309. Aging and Social Policy.

The goal of this course is to identify and analyze existing policies on aging, both nationally and internationally. Current issues in social policy for the aged and future trends will be examined. Prerequisites: Human Services Administration 101, 202, and 212.

350. Field Placement.

The field placement experience provides students with an opportunity to apply skills and theoretical concepts learned from the curriculum to the actual day-to-day operational processes in community agencies. Each student is expected to complete a minimum of 140 hours in the placement during the term. Prerequisite: junior status or permission of instructor. Required of all Human Services Administration majors.

501, 500, 502. Independent Study.

603-604. Tutorial.

Theatre

See Fine and Performing Arts, p. 75

Visual Arts

See Fine and Performing Arts, p. 77

Minor in Writing

The minor in writing gathers courses from several departments in order to offer students a variety of approaches to many aspects of writing. Although each student will be able to tailor the minor to her particular interests, those interests would seem to fall into one of three broad areas: some students will elect the minor as a step towards careers in professional writing (*e.g.*, journalism); some will elect the minor as a supplement to a major, preparing themselves for general or specific goals in their careers (*e.g.*, business or technical writing); and some will elect the minor in order to prepare for specific graduate training in the field.

Applicable to the minor are courses in both the practice of writing (Group A) and also the theory of verbal communication (Group B). Students choosing the minor will select from among the courses with the advice of a member of the English Department, who will outline with the student the plan of course work which meets her particular curricular needs. All students must earn a *B* or higher in Core 101, Core 102 or their equivalent as a prerequisite for declaring the minor. Communication 202 and five of the following six courses:

Communication 251, 260, 294.

English 243, 244.

Modern Languages. French 205, German 205, Russian 205, Spanish 205.



Admissions and Financial Information

Chatham College is a community of highly motivated and capable women. Applicants for admission must meet the challenges of life and study at Chatham; they must be enthusiastic about learning and enthusiastic about participation in a vibrant, interactive learning process. They must be prepared to take increasing responsibility for their own education and lives. To that end, Chatham admits applicants who show strong evidence of these qualities. The Chatham student body is diverse, and the College seeks to enroll students with a wide range of ages, interests, talents, and experiences from a variety of cultural, geographic, racial, religious, and socio-economic backgrounds. The College looks for evidence of character, originality, and maturity, as well as sound academic training and motivation.

Because Chatham College offers an individualized education, the Committee on Admissions and Financial Aid looks at each applicant as an individual. If a prospective student's credentials do not fit precisely the guidelines listed below or if her special circumstances alter a standard situation, she nevertheless is encouraged to apply for admission. Likewise, those students who are qualified for admission but may hesitate to apply because of financial need are encouraged to read carefully the following *Catalogue* section on financial aid. In every instance, prospective students are encouraged to contact the College directly for guidance and advice about their individual circumstances.

Admissions Procedures for Freshmen

Selection of the freshman class is completed in April by the Committee on Admissions of the College. This committee is composed of the Dean of Admissions and Enrollment Management, members of the faculty, administration and senior class. Admission is determined by the candidate's total record and her promise as a student at Chatham. All the information provided by the required documents is reviewed by representatives of the committee with the greatest weight being given to the academic record and the writing sample.

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions together with a non-refundable processing fee of \$15. The application check should be made payable to Chatham College, and a fee waiver may be requested by submitting a written statement supported by the high school counselor. The Chatham application for admission requests standard information about the prospective student's preparation and interests; in addition, it requires a writing sample, which the Committee on Admissions uses to assess the student's potential to think and write carefully.

Additional Credentials

Prospective students are encouraged to file their application for admission at the deadline indicated below, but they also should request that required additional supporting material be sent to the College, including: official high school transcript(s); SAT or ACT scores; a counselor recommendation and two academic teacher recommendations, including an English teacher recommendation; and any explanatory or additional material which the student wishes to include to strengthen her application.

Admissions Deadlines

Regular Decision

A candidate who follows the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Committee on Admissions' decision in mid-April. Because Chatham College adheres to the Candidates Reply Date Agreement, no student considered in the spring is required to reply to an offer of admission before the May 1 reply date.

Early Decision

This plan is intended for those students with strong high school records who have selected Chatham as their first choice college by the fall of their senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who want to exercise their Early Decision option must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1 and who request an Early Evaluation will be sent notification of their chances of admission by the end of February. Candidates will receive the final decision from the Committee on Admissions in mid-April.

Late Decision

Chatham College acknowledges the possibility of a student's interest in the College being developed after the published deadlines for application. A limited number of spaces in the freshman class are reserved for this contingency. Candidates who wish to apply after the previously-mentioned deadlines should contact the Dean of Admissions and Enrollment Management for an exception to the deadline.

Standardized Tests

The College requires that prospective students submit either SAT or ACT scores as part of the application process, but in no instance is a student offered or denied admission on the basis of scores alone. The Committee on Admissions considers scores to be one piece of academic evidence and evaluates such scores as part of the student's total record of achievement. The SAT or ACT tests should be taken in the student's junior year or by January of her senior year; it is the student's responsibility to see that the scores are forwarded to Chatham, either through the testing service or through her high school counselor.

Deferred Entrance

Occasionally a student will wish to defer entrance to college following her graduation from secondary school; Chatham supports such purposeful deferment in order to work, travel, pursue independent study, or clarify goals and interests. A student who wishes to defer entrance

should follow the regular admissions procedure for freshmen outlined above. If she is accepted for admission, she then should request in writing an entrance deferment from the Dean of Admissions. That deferment granted, as is normal, the student is encouraged to make an advance deposit of \$150, which will be applied to her first semester at Chatham and which will reserve her space for the following semester or year. Students on deferred entrance also are encouraged to communicate their progress with the Office of Admissions during the time of their deferment.

Advanced Placement Credit

Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores of 3, 4, or 5. Scores of 1 or 2 do not qualify a student for credit or placement at Chatham.

Admissions Procedures for Transfer Students

Chatham welcomes the opportunity to discuss the continuing educational plans of transfer candidates, including junior and community college students. Approximately twenty percent of Chatham women are transfer students. A transfer student's college record should demonstrate above-average achievement. While the high school record is considered, greater emphasis is placed on performance at the college level.

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions and Enrollment Management together with a non-refundable processing fee of \$15. The application should be filed by July 1 for fall admission or by January 1 for spring admission, although these deadlines can be extended upon request. In addition to the application forms and essay, required application materials include: official high school and college/university transcripts from all former institutions attended, including a final transcript prior to her entrance; SAT or ACT scores; two teacher or one counselor and one teacher recommendations, preferably from instructors or advisers from the preceding college attended; and a copy of the catalogue or catalogues of the college or colleges previously attended, indicating courses taken.

If possible, the prospective transfer student should plan to visit Chatham and meet with both a member of the Admissions staff and also with a faculty member in her major academic area of interest. Such a visit becomes particularly important for upperclass transfers, who will need an assessment of major credit earned elsewhere.

Evaluation of Transfer Credit

Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition for which she has earned a minimum grade of C-. A tentative evaluation of transfer credits is made at the time of admission in order to provide the applicant with an indication of her class standing; a final evaluation is made by the Chatham Registrar prior to registration.

Credits for transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours, they first should be converted to semester hours by multiplying them by 2/3. All transfer students are assigned faculty advisers, who will help them to clarify Chatham graduation requirements in their particular circumstances. Transfer students must be enrolled at Chatham for a minimum of three long terms and successfully complete 14 course units for graduation.

Applicants from non-accredited or newly-founded institutions not yet fully accredited should submit results from the College Level Examination Program (CLEP). Information about the CLEP program, test center locations, and costs may be obtained by writing to the College Level Examination Program, Box 1822, Princeton, New Jersey 08541. A student should take both the General Examination and also one or more of the Subject Examinations as determined in advance with the Chatham Registrar. The examination results, along with the applicant's high school and college records, will be considered by the Committee on Admissions.

Admissions Procedures for Visiting Students

Chatham welcomes visiting students from other colleges and universities for one term, an Interim, or a full year. The student should be in good academic standing at her own institution and should have written approval from the major academic officer of her college. She should apply at least four weeks prior to the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. All inquiries should be directed to the Office of Admissions.

Admissions Procedures for Special Students

Special students are defined as full- or part-time non-degree candidates. All special students are required to follow complete application procedures as outlined for freshmen or for Gateway students. Those students with advanced standing at another accredited institution of higher education should request that the college or colleges previously attended send an official transcript directly to the Chatham Office of Admissions.

Admissions Procedures for High School Guest Students

Chatham invites serious high school students who seek the additional challenge of college-level work while still in high school to participate in the High School Guest Program as part-time guest students. Students or secondary counselors should contact the Office of Admissions for detailed information and application procedures.

Admissions Procedures for International Students

Students from other countries, in addition to following the same application procedures as students residing in the United States, must also be competent in the use of the English language. International applicants thus are required to submit results of the Test of English as a Foreign Language (TOEFL) as well as other academic credentials.

If an international student is accepted for admission and confirms in writing her intention to enroll, the Office of Admissions will issue a Form 1-20-AB, required by the United States government for issuance of a student (F-1) visa. The issuance of Form 1-20-AB must be preceded by formal documentation from the student and her family showing adequate financial resources to meet the educational costs. More specific information is available from the Applications Coordinator, Office of Admissions.

Readmission to Chatham

Students who formally withdraw from the College, as opposed to those who receive formal Leaves of Absence, are readmitted under the same procedure described above for transfer students. Students are required to reapply for admission if during the previous twelve months they have not been formally registered at Chatham, have not been on formal Leaves of Absence, or have not officially withdrawn from Chatham. Students who wish to be readmitted also should arrange for an interview with the Vice President or Associate Vice President for Academic

Affairs. Completed applications and a \$15 non-refundable processing fee should be sent to the Office of Admissions no later than January 2 for the spring term or June 1 for the fall term.

The Gateway Program

The first of the Pittsburgh area institutions to make a serious commitment to adult students through the creation of the Gateway Program, Chatham welcomes adult women students. The Gateway Program opens opportunities to women who have bypassed or interrupted the college experience in order to raise families or begin careers; to women who already have a college degree but desire further personal enrichment; to women who wish to enter the teaching profession by receiving state certification; to women who would like to prepare for graduate school; and to women seeking a second degree to provide the knowledge needed to enter a new field or to develop themselves more fully in their present field.

To date, the Gateway Program has graduated over 400 women who have begun exciting careers, enriching their lives and the lives of those around them. These women recognize that intellectual growth continues through adulthood and that continuing their education fosters that growth. Gateway women have distinguished themselves in the academic and extracurricular life of the College. The Gateway Program has enriched the educational experience of all of the College's students by allowing an exchange of ideas and perspectives among students of different generations, thus adding another diversity to this diverse community.

Although Gateway students share in all of the educational resources of the College community, they enjoy the additional support of the Gateway Services Coordinator and the Gateway Student Association.

Admissions Procedures for Gateway Students

The Gateway Program is open to women who have been out of high school for seven years or more. Women may enroll as degree, non-degree, second-degree, or teacher certification students and may carry a full- or part-time course load.

All applications for admission to the Gateway Program are reviewed by the Dean of Admissions and Enrollment Management and the Committee on Admissions before an admission decision can be made.

1. Complete an application form and brief autobiographical essay.
2. Request transcripts from previous high school/college(s).
3. Pay an application fee of \$15.
4. Arrange a personal interview with a member of the Gateway Program/Admissions staff.
5. Submit any transcripts, two appropriate letters of recommendation, and/or other relevant materials.
6. In some cases the applicant may be asked to take the Residual ACT which is administered by the Admissions Office.

A Gateway Program applicant also is advised to read closely those sections of the *Catalogue* on the College Level Examination Program (CLEP), p. 33 and Experiential Learning Credit (**Academic Options and Resources**), p. 32 since these programs frequently are applicable to a Gateway student's prior experience.

If a Gateway woman enters Chatham as a non-degree student, she must achieve a minimum C average to continue her studies for a second term. Upon successful completion of two courses at Chatham, a non-degree student may petition the Committee on Academic Standing to become a degree candidate. If the student is accepted as a degree candidate, all the credits earned at Chatham apply toward that degree, and the regulations which govern degree students become effective.

Gateway students who are not receiving tuition assistance from corporations or from external institutional sources are eligible for a one-half tuition scholarship. Following the student's initial class at Chatham which is half-tuition, for every class taken at full price within a semester, the student is eligible to take a second class at half-price. This does not limit the number of half-tuition classes taken. Some Gateway students may also be eligible to apply for financial aid.

Financial Aid

Financing an education is a partnership between the family and the College, an agreement that both parties commit their resources to the student's future. Chatham has available an excellent program of finan-

cial aid, and over 65 percent of Chatham students annually receive some form of assistance. Most aid is need-based, that need determined by a national uniform methodology which determines the amount of expected family contribution. The difference between the cost of education and the expected family contribution is the sum which the student will be awarded in aid. The awards are usually a combination of grants, loans, and employment. A student must reapply each year for financial aid. Financial assistance can be expected each academic year as long as the student maintains satisfactory progress and a determined financial need continues.

Application Procedures

Applicants for financial aid must submit the following financial information:

1. Financial Aid Form (FAF), obtained from the high school counselor or from the Chatham Financial Aid Office and filed with the College Scholarship Service;
2. application for a state grant;
3. Chatham Financial Aid Application;
4. a copy of the family's most recently filed IRS 1040 form (all schedules);
5. the student's most recently filed IRS 1040 form, if applicable;
6. Dependent/Independent Verification Form; and
7. any supporting documentation determined in consultation with the Chatham Director of Financial Aid.

Freshman applicants should file the described forms at the same time they submit their Chatham applications for admission. Transfer students also must submit Financial Aid Transcripts from any post-secondary institutions previously attended. Any family having two or more dependent children in college for an academic year also will be required to submit enrollment verification for the student(s) not attending Chatham.

Chatham-Administered Aid

Chatham Grants. Funds from Chatham sources; based on financial need; do not require repayment.

Supplemental Educational Opportunity Grant (SEOG). Federal funds administered through Chatham to limited number of exceptionally needy students; must be enrolled at least half-time in good academic standing.

Carl D. Perkins Direct Student Loan Fund (CDPDSL). Federal loans administered by Chatham, usually awarded in combination with grants and employment. Legal obligation for repayment, five percent interest; repayment begins six months after graduation or when the student ceases to be enrolled at least half-time.

College Work-Study. Federal funds used to employ students in various jobs on campus. Employment based on need; usually to incomes under \$30,000.

Chatham Jobs. Limited institutional funds used to employ students in various jobs on campus. Employment based on need; usually to incomes over \$30,000.

Guaranteed Employment. Institutional funds used to employ students in various jobs on campus. Employment limited to first-time, traditional-age freshmen who have applied for financial aid and have been found to be ineligible.

Off-Campus Employment. Institutional and agency funds provide a limited number of positions off-campus for upper-class students.

Outside Sources of Aid

Pell Grants. Administered by federal government; restricted to undergraduate students with proven financial need. Applications are available through high school counselor or through the Chatham Financial Aid Office.

State Grants. Residents of Connecticut, Maryland, Massachusetts, Pennsylvania, Rhode Island, Ohio, Vermont, West Virginia, and Delaware must apply for state scholarships if they are requesting fi-

nancial aid from Chatham. These grants are administered by the financial aid agency in each state; applications are available from high school counselors or from the appropriate state agency.

Stafford Guaranteed Student Loans (SGSL). Low-interest, long-term loan program for students enrolled at least half-time. Freshmen and sophomores may borrow a total of \$2625 per year, juniors and seniors a total of \$4000 per year to an aggregate total of \$17,250 for the undergraduate degree. Funds based on need; repayment and interest charges begin six months after graduation or cessation of at least half-time enrollment.

Parents' Loan for Undergraduates (PLUS). Loans to parents of undergraduate students and to independent students. Interest rate 10.03 percent; repayment begins 60 days after disbursement. Not based on need.

Pennsylvania Higher Education Assistance Agency (PHEAA) Help Loan. Supplemental Loan to total \$10,000 annually. Interest rate significantly lower than loans through other sources. Help Loans are available to out-of-state students attending approved Pennsylvania colleges and universities.

Scholars in Education. Scholarship program for students planning to enter secondary teaching positions in mathematics and science; sponsored by the Pennsylvania Higher Education Assistance Agency. Further information available from high school guidance counselors and Chatham's Financial Aid Office.

Chatham Scholarships

Divisional Scholarships. Limited to first-time, full-time, traditional-age freshmen, Chatham Divisional Scholarships are granted exclusive of financial need. Highly competitive, these awards are designed to reward superior past achievement and future promise. Twelve scholarships, four in each College division (Sciences, Social Sciences, Humanities and Fine Arts), will be awarded by the faculty based on a student's secondary record and on-campus interviews. Divisional scholars receive half-cost awards renewable for four years, dependent upon satisfactory academic progress as determined by the Committee on Academic Standing. All candidates for divisional scholarships are required first to apply for admission to Chatham,

submitting application forms, SAT or ACT scores, transcript, and recommendations prior to the on-campus interviews.

Merit Scholarships. These scholarships are granted exclusive of financial need to first-time, full-time, traditional age freshmen. The application procedure is the same as that listed under divisional scholarships. The value of these awards ranges from \$1000 to \$8000. Merit scholarships are available to international students.

Minna Kaufmann Ruud Performing Arts Scholarships. Several scholarships available each year to students with outstanding vocal or instrumental talent, regardless of financial need, who wish to combine serious musical training with a Chatham liberal arts education. Awards based on an on-campus audition and renewable each year upon audition; further information and an audition appointment available from the Office of Admissions.

Chatham Gift and Endowed Scholarships. A number of scholarships are available to Chatham students through the generosity of individuals, groups, and foundations. These funds are awarded on the basis of financial need.

Financial Procedures

Charges and Expenses

All the fees which a student pays cover only 55 percent of the cost of her Chatham education. Private gifts and income from endowment and other sources thus must meet the difference between the full cost and the actual tuition charges. Parents who are able to contribute further to the cost of their daughter's education are encouraged to do so. Parents and students also are encouraged to contact the Business Office directly with any questions they might have about financial procedures or payments. Tuition may be paid in installments. See page 124 for details.

Charges for Full-Time and Part-time Students

To be considered as a full-time student for purposes of determining charges and eligibility for financial aid, a student must be enrolled for at least 3.5 units for the combined interim-spring semesters.

Full-time Students

Resident students

Charges for the year:

Tuition	\$9,190
Room and board	4,100
Student activities fee.....	<u>100</u>
Total	\$13,390

Payable:

By May 1 for new students;	
by April 20 for returning students	\$150
On or before August 1	6,595
(Plus the \$50 refundable deposit required of newly-	
registered students)	
On or before January 15	<u>6,645</u>
Total	\$13,390

Commuting students

Charges for the year:

Tuition	\$9,190
Student activities fee	<u>50</u>
Total	\$9,240

Payable:

By May 1 for new students;	
by April 20 for returning students	\$75
On or before August 1	4,570
(plus the \$50 refundable deposit required of newly-	
registered students)	
On or before January 15	<u>4,595</u>
Total	\$9,240

Part-time Students

Tuition	\$1,094 per course unit
Payable: On or before August 12 (fall term)	
On or before January 12 (spring term)	

If more than one course unit will be taken, the balance of charges is due on or before registration each term.

The College reserves the right to alter charges and expenses in accordance with whatever economic changes might occur.

Interim Course Fees

For regular full-time students who take an Interim course on campus, there are no additional tuition, room, or board charges if they are registered for at least 2.5 course units in the spring. Some Interim courses may involve extra expenses for special supplies or for travel.

If a student chooses to withdraw after Interim, she will be billed the per unit rate for tuition, and room and board will be pro-rated based on a 19-week semester (4 weeks Interim plus 15 weeks spring).

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board, or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived; however, a \$440 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required. In the absence of any exchange agreement, visiting students will be charged \$1,094 per course and, if they wish to live on campus, \$440 for room and board.

Other Fees

Application for admission \$15
The application fee is not refundable and is not credited on any College bill.

Deposit \$50
Newly-registered students must pay a one-time deposit of \$50 on or before August 1 (January 15 if admitted at mid-year). The deposit, less any bills due the College, will be refunded upon graduation or withdrawal.

Late registration fee \$15
Because of the additional work for the College and special handling involved in registering students after the normal date, a \$15 fee is due from late registrants.

Student activities fee \$100
This fee entitles each student to all student publications; admission to college social events, student-sponsored concerts and lectures; and membership in the Chatham Recreation Association and Chatham

Student Government. The fee was established at the request of the Chatham Student Government and is collected from both residents and commuters.

Overload fee\$1,094 per course unit

The standard tuition policy enables a student to register for a sufficient number of courses to meet graduation requirements in eight terms and four Interims. Students are assessed an overload fee of \$1,094 per course unit when they are registered for more than the normal academic load in a single academic year. For students who entered Chatham *prior* to September 1984, the overload policy applies to only those units over the usual 9 (or over 5 units when a single term and the Interim are attended during a given academic year), based upon the former graduation requirement of 34 units. For students who entered Chatham *since* September 1984, the overload policy applies to those units over 9.5 per academic year, based on the current graduation requirement of 36 units.

However, because the College wishes to encourage intellectual curiosity, it will cancel the fee of overload units that are not used to fulfill graduation requirements. To request this cancellation, a student has the option to sign a voucher promising to pay the overload fee at the time of graduation, at the rate prevailing at that time, if the overload unit(s) are used to fulfill graduation requirements. If the overload is not for this reason, the fee is cancelled. If this option is not chosen, the fee must be paid at the time it is assessed. In the case of an overload preceding a withdrawal or leave of absence, the fee must be paid at the time of withdrawal or leave. This is the case even if one of the above mentioned vouchers had previously been signed. No overload charges will be covered by financial aid.

Course units earned through Advanced Placement, summer study, and other approved non-Chatham programs are excluded from the overload fee requirement.

Senior *in absentia* fee\$1,094 per course unit

When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year *in absentia*, she will be charged a \$1,094 fee. This fee will be waived if the student is enrolled in and paying for the Tutorial during the *in absentia* period.

Applied art fee	\$40 per course unit
Students enrolled in the Visual Arts Program's ceramics and two- and three-dimensional studio courses pay this fee to help to defray the cost of materials and supplies.	
Infirmary fee.....	\$10 per day
The resident student's fee covers seven days' care in the College infirmary. Additional days are charged at \$6 per day. The student must pay for medicine and for part of the college physician's charges (\$5 per visit). The College bills the student for medical charges. (See Health Services , p. 38.)	
Audit fee	\$25
Any student who registers for a course on a recorded audit basis will be charged a non-refundable fee of \$25 payable at the time of registration. Although an overload fee will not be charged, the academic regulations for overload must be maintained.	
Photography laboratory fee	\$40
The fee is charged for all photography and audio-visual courses requiring additional instructional supplies.	
Applied music fee	\$170 per course unit
The applied music fee is charged each term for a one-hour lesson per week of private instruction in piano, organ, voice, violin, or other instrument. One half-hour lesson per week (.5 course unit) is \$85. Students majoring in music may take four course units of applied music at the rate of one per term without charge in the junior and senior years. A student taking a course for non-credit must apply through the Lab School.	
Study Abroad application fee:	
Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing.	
Term or year program	\$15
Summer study program	\$15

Payment of Expenses

Statements of account are mailed to parents or guardians of students and students by the 5th of each month. The statement will show all college charges and credits for the academic year. Payment is due by the 12th of each month unless an exception has been granted, in writing, by the Business Office. Checks should be made payable to Chatham College

and addressed to Woodland Road, Pittsburgh, Pennsylvania 15232,
Attention: Business Office.

If a student fails to make a satisfactory plan for payment of her account or fails to make satisfactory payments on the plan selected, the College reserves the right to:

- withdraw all charging privileges
- withhold grades
- withhold transcripts of her college work
- withhold statement of transfer in good standing
- cancel dining hall privileges
- request that a student vacate her residence hall room
- cancel the student's registration at the College
- withhold receipt of the degree
- withhold participation in graduation ceremonies.

When a student is notified that any of the above sanctions has been placed against her, she will have ten (10) days in which to appeal the decision to the Treasurer of the College.

Required Advance Deposit

All returning students must pay a \$150 advance deposit by April 20 of each year. This payment is not refundable except to a student ineligible to return because of academic failure. The \$150 is applied to charges for the academic year as long as the student registers for courses.

The advance payment reserves a place for the student in the College. Unless the College knows that a student is returning, it is obliged to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim, pay one-half of the stated rates for the College year. Full-time seniors who attend one term or a term and an Interim in order to complete final degree requirements will be assessed one-half the annual charges.

Installment Payment Plans

Some parents or students may prefer to pay tuition and fees in monthly installments during the year, a convenience available through the College or through various tuition payment plans. One option involves payment of the net annual charges in monthly installments through Higher Education Services and Academic Management Services. Outside agencies which serve as the College's representative in administering payments are all highly reputable. More detailed information is available from the Business Office upon request. Another option is to

pay each term's charges in monthly installments directly to the College: August 12 through November 12 for the fall term; January 12 through April 12 for the spring term. Again, more detailed information is available from the Business Office upon request.

Insurance for Off-Campus Programs

The College is not responsible for any claims resulting from a student's participation in any off-campus program. Students and their parents should review their insurance coverage before enrolling in any such program.

Student Health and Accident Insurance

Students are required to have health and accident insurance; they are responsible for making their own arrangements for such coverage. The College offers such insurance; information may be obtained in the Business Office. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable; however, the student must provide written proof of alternative coverage if she does not subscribe to the College plan. Questions about the medical insurance program should be directed to the Business Office. Cost of this insurance plan is subject to change.

If a student does not purchase health and accident insurance through the College and is not covered by an alternate insurance plan, she must sign a waiver exempting Chatham College from any responsibility for expenses relating to any medical problem which occurs while the student is enrolled in Chatham. If the student does not have proof of health and accident insurance and does not sign a waiver, she will not be permitted to register for classes. A student wishing to apply for student insurance through the College may do so at the beginning of the term through the Business Office.

Refunds

If a student gives the College written notice of withdrawal prior to the first day of classes, she will be refunded all advance payments of tuition and room and board except for the \$150 advance payment. A student who files a notice of withdrawal after the start of classes but before the conclusion of the second week of the term will be liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If she notifies the College of withdrawal after the end of the second week of classes but prior to the end of the fourth week of classes, 50 percent of tuition, room and board, and fees will be charged.

When payments to date are less than forfeited charges, the difference will be due and payable upon withdrawal. When payments to date are greater than the forfeited charges, the excess of payments over forfeited charges will be refunded. No refunds or reductions of charges will be made without exception after the first four weeks of classes. No refunds will be distributed until after the drop/add period is completed. Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the Business Office.

For the purpose of computing any refund, a student's official withdrawal date will be the date on which the Associate Vice President for Academic Affairs or the Director of Counseling receives her completed notice of withdrawal. Withdrawal for refund purposes also is defined as encompassing Leaves of Absence and Junior Year Abroad programs. The College will not refund a student's initial \$50 deposit until she formally has completed the notification of withdrawal. When withdrawal from the residence hall is involved, the date used for calculation of fees or refund due will be the date on which the Dean of Student Affairs receives written notification of the student's intent to live off-campus, subject to the approval of that request to live off-campus.



General Information

Buildings and Facilities

Academic Buildings and Facilities

Braun Hall of Administration (1953) was named in honor of Arthur E. Braun, chairman of the Board of Trustees for 50 years. Adjoining Falk Hall, Braun contains the Business Office, The Office of the Dean of Student Affairs, Personnel Office, President's Office, Public Affairs Office, Office of Academic Affairs, the Braun Conference Room, and faculty offices. On the lower floor is the *Media Center* with two regular and one graphic arts darkrooms, slide editing room, video editing room, television studio, and writing laboratory. Media Center equipment includes VHS 1/2" color equipment, video editing equipment, studio lighting, Apple Macintosh computers with graphic capabilities, and a full range of graphic art, photographic, projection, audio, and media production equipment.

Louise C. Buhl Hall of Science (1930) was erected in honor of Mrs. Henry Buhl, Jr., who together with her husband promoted higher education programs for women. Buhl contains individual,

specialized research spaces; modern laboratories and classrooms; a climate-controlled instrument laboratory; hot and cold biology rooms; computer facilities and equipment; such modern instruments as NMR, IR and UV-Visible spectrophotometers, GCs, X-ray diffractometer, and color microvideo and video demonstration system; the Wallace Lecture Hall; and the Rachel Carson (Class of 1929) Memorial Seminar Room. A greenhouse is adjacent to Buhl.

Campbell Memorial Chapel (1950) was refurbished and rededicated in 1984 to the memory of Mary Campbell Eckhardt, Class of 1943, and of her father, Robert Davis Campbell, former member of the Board of Trustees. The large auditorium with performance acoustics seats 750 and contains a completely rebuilt four-keyboard Möller organ, considered to be one of the finest such instruments in the country. On the ground floor of the chapel are Department of Music faculty offices, music theory and seminar rooms, practice rooms, and the music library.

Coolidge Hall of Humanities (1953), adjacent to Falk Hall, was named in memory of Cora Helen Coolidge, Dean of Education and Professor of English from

1906 to 1917 and President of the College from 1922 to 1933. The building contains classrooms and faculty offices.

Edward Danforth Eddy Theatre (1974), adjacent to the Jennie King Mellon Library, is named in honor of the President of the College from 1960 to 1977. The 285-seat tiered auditorium has a large thrust stage and full audio-visual equipment.

Falk Hall of Social Studies (1953) adjoins Braun and Coolidge Halls and was named in memory of Laura Falk, Pittsburgh benefactor and humanitarian. It contains the Registrar's Office, Central Services, Faculty Lounge, Students' Lounge, classrooms, faculty offices, and the studio of WYEP-FM, Pittsburgh community radio.

Physical Education Building (1952), built on the former McCargo property, contains a gymnasium, dance studio, and weight room; adjacent to the building are a hockey field, archery range, and the Lodge, reconstructed from the McCargo garage. Nearby are additional athletic facilities, including platform tennis courts, tennis courts, swimming pool, exercise room, and bowling alleys.

James Laughlin Music Center (1931) was donated in memory of the first President of the Board of Trustees and one of the founders of the College. Formerly the College Library, it now houses the *Center for Professional Development*, the Welker Room for musical performances, Department of Music faculty offices, practice rooms, and art exhibition space.

Jennie King Mellon Library (1973) was given in memory of Mrs. Richard B. Mellon, Class of 1887. A modern, temperature-controlled facility with a service-oriented professional staff, the Library contains over 130,000 volumes, 600 subscriptions to periodicals, open

stacks, individual study carrels, seminar classrooms, and computerized search systems. Also housed in the Library is the College's *Computer Center* with Digital Equipment Corporation (DEC) PDP 11/44 and a DEC MicroVax II for academic-administrative computing and a fully-equipped computer lab and classroom. The classroom is furnished with an IBM-PC for each student desk and an IBM-XT projected onto a large screen for instruction. The lab has an assortment of IBM-PCs and IBM PS/2s networked by a 3Com ethernet LAN making a variety of software available to students. Also in the lab are Apple MacIntoshes, terminals hooked to the 11/44, and advanced Hewlett-Packard workstations.

Woodland Hall (1909) contains in addition to its residence facilities the College *Art Studios*, Department of Art faculty offices, and the *PLAYroom*, a flexible theatre space with sound and light equipment.

Other Buildings and Facilities

Beatty Hall (1896) was named in memory of one of the founders of the College, the Reverend William T. Beatty, and is currently occupied by the Pittsburgh Regional Library Center. Built by Mary Childs and William H. Rea, the first Rea family members to move to the Woodland Road area, the house was acquired by Chatham in 1947.

Gregg House (1909), 129 Woodland Road, has been the President's House since 1945 when it was given to the College by John R. Gregg's descendants.

Lindsay House (1910) was built as a home for the seventh president of the College, Henry Drennan Lindsay, and his family. The home of Chatham presidents through 1945, Lindsay now contains the

Alumnae Relations Office, the Annual Fund Office, the Development Office and facilities for overnight guests.

Andrew W. Mellon Center (1887) was built by George M. Laughlin and was home to Andrew W. Mellon, United States Secretary of the Treasury, from 1917 to 1937. Donated to the College in 1940 by his son Paul Mellon, it now houses the offices of *Admissions and Enrollment*, *Financial Aid*, the *Gateway Office and Counseling*. The bowling alleys and swimming pool added to the home by Andrew W. Mellon are in regular use. First-floor living areas are used for social events and meetings; administrative offices are located on the second and third floors. *Paul R. Anderson Dining Hall* (1971) is an addition to Mellon Center. It is named for Dr. Anderson, President of the College from 1945 to 1960. A snack bar is located on the lower level.

Mellon Carriage House was part of the original Andrew W. Mellon estate and now houses the *Post Office*, *Chatham Bookstore*, and *Physical Plant Office*.

Mary Acheson Spencer House (1953) was built by the College and named to honor a Chatham alumna of 1883 who was a member of the Board of Trustees for 50 years. It is the home of the Dean of Student Affairs.

Residence Halls

Berry Hall (1895) was purchased by the College in 1962 and named in honor of George A. Berry, member of the first Board of Trustees. An example of the Charles Bulfinch style of architecture seen in Boston's Faneuil Hall, Berry Hall is a Georgian traditional design with symmetrical proportions. Berry can house approximately 25 students and provides a living room, television room,

study facilities, veranda, and laundry facilities.

Dilworth Hall (1959) was built by the College and named in honor of Joseph Dilworth, one of the founders of and a financial adviser to the College. A bequest from Dilworth, who died in 1885, began a fund to erect Dilworth Hall, a three-story, red brick building housing 66 students and containing two College apartments. The hall provides a living room, television room, study room with wood-burning fireplace, fully-equipped kitchen, and laundry facilities.

Fickes Hall (c.1927), owned by alumnum pioneer Edwin Fickes, was donated to the College in 1943; in 1946 the home was enlarged by a three-story structure which joined the original home and the carriage house. Fickes provides a living room, television room, study area, sun porch, patio, recreation area, and laundry facilities for its one hundred residents.

Marjory Rea Laughlin House (1913) was built by James Laughlin, president of the College's first Board of Trustees. Given to the College in 1967, Laughlin houses 31 students and is distinguished by its unconventional first-floor layout with side entrance, huge entrance hall area, and beautiful staircase. The student rooms upstairs progress in a maze-like fashion, and the home is appointed with leaded glass and wooden paneling throughout. Laughlin House provides a living room, television room, study area, patio, equipped kitchen, and laundry facilities.

Julia and James Rea House (1912) was built by James C. Rea and Julia Dodge Rea; it was donated to the College in the late 1960s. The 23-room brick home is modeled on a large English country house with its rich wooden paneling and many fireplaces. Rea House accommodates thirty students and provides a living room, dining room, television room, solarium, patio, kitchen, and laundry facilities.

Woodland Hall (1909), the largest residence hall on campus, is a four-story, red brick building; in 1930 a south wing was added and in 1952 a further addition created a U-shaped building which houses 125 students. Woodland provides a living room, television room, study rooms, and laundry facilities. It also houses the *College Infirmary*, *Campus Security Office*, *Art Studios*, and *PLAYroom*.

Endowments and Gifts

Library Endowments

The income from the following funds is used for the purchase of books:

- Class of 1956 Book Fund
- Class of 1957 Book Fund
- Cora H. Coolidge Fund
- Florence H. Davis Fund
- Ruth J. Law Fund
- J & H MacCloskey Fund
- Pitcairn-Crabbe Fund
- Helen B. Rauh Fund
- Mary E. Rieck Fund
- Mary Acheson Spencer Fund
- McNamara Fund

Other Library Funds

Other funds available for the purchase of books are given by:

- The Brooks Foundation
- The Frick Foundation
- The Obenauer Memorial
- The Chmura Memorial

Special Endowments

Professorships:

- Elsie Hilliard Hillman in American Politics
- Buhl Fund for Humanities
- Gillespie Fund
- Irene Heinz Given Fund
- Mary Helen Marks Visiting Professor Fund

Other Endowments:

- Arthur E. Braun for Excellence Fund
- Class of 1904 Fund
- Maurice Falk Fund
- McGhee-Fleming Memorial Fund
- Gillespie Special Fund
- Heinz Fund
- Humanities Fund
- H. D. Lindsay Memorial Fund
- A. E. Mellon Fund
- Raizman Fund for Art
- Wherrett Fund for Art
- Wherrett Fund for Microfilm

Scholarships and Awards

The income from the following funds is used to provide scholarships:

- The Alumnae Scholarship Fund
- Mr. and Mrs. William G. Bechman Scholarship Fund
- Janet L. Brownlee Scholarship Fund
- Mary S. Campbell Scholarship Fund
- Robert D. Campbell Scholarship Fund
- Jane B. Clark Scholarship Fund
- Class of 1904 Scholarship Fund
- Class of 1945 Scholarship Fund
- Arthur Vining Davis Scholarship Fund
- Glenda Rich Debroff Memorial Scholarship Fund
- A. and J. Early Scholarship Fund
- Eberly Family Trust
- Epley Scholarship Fund
- Helen H. Fairbanks Trust
- Feeney Memorial Fund
- Edgar M. Foltin Travel Scholarship Fund
- Florence K. Frank Scholarship Fund
- Marion S. Hall Trust
- J. Alexander Hardy Scholarship Fund
- Hart Fund
- Hartley Scholarship Fund
- Paul and Alice Herman Scholarship Fund
- Edna McKee Houston Scholarship Fund
- J. Marietta Hunker Scholarship Fund
- Iffert Scholarship Fund

E. W. Keister Scholarship Fund
 Frani Zimmerman Kline Scholarship
 Fund
 Sidney Lipschutz Scholarship
 James H. McClelland Scholarship
 Fund
 John R. McCune Scholarship Fund
 Linda P. McGurk Scholarship Fund
 Louella P. Melay Scholarship Fund
 R. K. Mellon Scholarship Fund
 M. R. Robbins Miller Scholarship
 Fund
 Morrison Scholarship Fund
 Nelkin Scholarship Fund
 Mary Harris Means Nevin Scholar-
 ship Fund
 Dorothy B. Newell Scholarship Fund
 Nychis Scholarship Fund
 Helen Pelletreau Scholarship Fund
 Prine Scholarship Fund
 William Holdship Rea Scholarship
 Fund
 Readers Digest Scholarship Fund
 Maria B. Satler Scholarship Fund
 Shalom Awards
 Lucy Williams Shujack Scholarship
 Fund
 M. A. Spencer Memorial Scholarship
 Fund
 Surdna Scholarship Fund
 Sutton Trust
 United States Steel Scholarship Fund
 Walters Scholarship Fund
 E. Marshall Watters Scholarship
 Fund
 Marjorie Wayne Wechsler Scholar-
 ship Fund

The income from the following funds is used to provide special awards annually:

Anne Harris Aronson Award Fund
 Anna Randolph Darlington Gillespie
 Award Fund
 Beatrice Lewis Memorial Award
 Fund
 Milholland Bible Fund
 Patience T. Blayden Memorial
 Scholarship Fund
 Anna Dravo Parkin History Award
 Fund

Pittsburgh Female College
 Association Award Fund
 William J. Strassburger Award Fund

Other Annual Academic Awards:

Alumnae Association Award
 Vira Heinz Summer Study Abroad
 Award
 Mihail Stolarevsky Award
 Psychology Award
 Society for Analytical Chemists
 Award
 American Institute of Chemistry
 Student Award
 ACS Undergraduate Award in
 Organic Chemistry
 CRC Freshman Chemistry Achieve-
 ment Award
 Undergraduate Award in Analytical
 Chemistry
 Harriet Tubman Award
 Biology Department Outstanding
 Student Award
 Daughters of the American Revolu-
 tion History Scholarship
 Phi Gamma Nu Scholarship Award
 Gisèle Stéphanopoli Award



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- Frances C. Volkmann
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Northampton, Massachusetts
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Superintendent,
Pittsburgh Public Schools
Pittsburgh, Pennsylvania
- *The Honorable Lesley Brooks Wells
Court of Common Pleas
Cleveland, Ohio
- *Chatham Alumna

The Chatham College Alumnae Association

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President
- MaryEllen Kelly, Class of 1979,
First Vice President
- Mary Joe Settino, Class of 1955,
Second Vice President
- Loretta Bonazzo Owens, Class of
1969, Corresponding Secretary
- Ellen Goldbloom Kight, Class of 1967,
Recording Secretary
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Alumna Trustee
- Diane Brutout Neimann, Class
of 1965, Alumna Trustee
- Jane Coulter Burger, Class of
1966, Alumna Trustee

Faculty

Emeritus Faculty

- Willard E. Arnett, B.A., M.A., Ph.D.,
Professor of Philosophy
- Stephen Borsody, B.A., M.A., Ph.D.,
Professor of History
- Jerry L. Caplan, B.F.A., M.F.A.,
Professor of Art
- Wing-Tsit Chan, B.A., M.A., Ph.D.,
Hon.A.M., H.L.D., Professor of Philosophy
- John W. Cummins, B.A., M.A., Ph.D.,
Professor of English
- Arthur L. Davis, B.A., M.A., Ph.D.,
Professor of German
- Lily E. Detchen, B.A., M.A., Ph.D.,
Research Professor of Education
- James C. Diggory, B.A., M.A., Ph.D.,
Professor of Psychology
- Frances Eldredge, B.A., M.A., Ph.D.,
Professor of English
- Mabel A. Elliott, B.A., M.A., Ph.D.,
Professor of Sociology
- Phyllis M. Ferguson, B.A., M.A., Ph.D.,
Professor of Drama
- Harry C. Goldby, B.A., M.L., M.A.,
Diplôme de Phonétique, Professor of French
- Mary A. McGuire, B.A., M.A., Ph.D.,
Professor of English
- Jack H. Neeson, B.A., B.D., M.A., Ph.D.,
Professor of Drama
- Mark C. Paulson, B.S., Ph.D., Professor of Chemistry
- Jerome S. Wenneker, B.A., M.F.A.,
D.F.A., Professor of Drama and
Director of the Theatre

Professors

- Donald G. Adam, English, B.A.,
Harvard University; Ph.D., University of Rochester
- Valentina K. Barsom, Russian, B.A.,
M.A., Ph.D., University of Pittsburgh
- William A. Beck, Mathematics, B.S.,
Case Western Reserve University;
M.S., Ph.D., Purdue University
- Marvin Keen Compher, Jr., Biology, B.S.,
Wake Forest College; Ph.D., University of Virginia
- Louis P. Coyner, Music, B.F.A., M.F.A.,
Carnegie-Mellon University; Ph.D.,
University of Iowa
- Orlando Jardini, Spanish, A.B., M. Litt.,
Ph.D., University of Pittsburgh
- Frank M. Lackner, Psychology, B.S.,
University of Pittsburgh; M.A., Ohio State University; Ph.D., University of Pittsburgh
- Barbara D. Palmer, English, B.A.,
Chatham College; M.A., Ph.D.,
Michigan State University
- W. Dale Richey, Chemistry, B.A., Hiram College; Ph.D., University of Rochester
- Vivien C. Richman, Education, B.S.,
M.Ed., Ph.D., University of Pittsburgh
- Arthur G. Smith, History, B.S., Muskingum College; M.S., Ph.D., University of Wisconsin
- Henry D. Spinelli, Music and Artistic
Director of Laboratory School of Music, B.F.A., Carnegie-Mellon University; student of Eunice Norton and Webster Aitken
- Rebecca Stafford, Sociology-Anthropology, B.A., Radcliffe College; M.A., Ph.D., Harvard University

Associate Professors

- William H. Aiken, Philosophy, B.A.,
Carleton College; M. Div., Yale University; M.A., Ph.D., Vanderbilt University
- Douglas C. Chaffey, Political Science, B.A., University of Montana; M.A., Ph.D., University of Wisconsin

- Marie D. Connolly, Economics and Management, B.A., Miami University; M.A., Ph.D., Michigan State University
- Karen F. Dajani, Communication, B.A., Marymount College, Tarrytown; M.A., American University of Cairo; Ph.D., Temple University
- Thomas J. Hersherberger, Psychology, B.A., Allegheny College; M.A., Ph.D., Northern Illinois University
- Conrad M. Hess, Biology, B.A., Alfred University; M.S., Ph.D., University of Washington
- Erika G. King, Elsie Hilliard Hillman Associate Professor of Political Science, B.A., Oberlin College; M.A., Ph.D., Northwestern University
- Mary S. Kostalos, Biology, B.S., Chatham College; Ph.D., University of Pittsburgh
- William E. Lenz, English, B.A., Amherst College; M.A., Ph.D., University of Virginia
- Patricia Montley, Theatre, B.A., College of Notre Dame of Maryland; M.A., University of Notre Dame; M.A., Catholic University of America; Ph.D., University of Minnesota
- Linda W. Rosenzweig, Education and History, B.A., Chatham College; M.A., D.A., Carnegie-Mellon University
- Joseph R. Shepler, Art, B.A., Allegheny College; M.F.A., Cranbrook Academy of Art
- Mark P. Stevenson, Theatre, A.B., Bethany College; M.A., West Virginia University; Ph.D., University of Pittsburgh
- Diane K. Wakefield, Irene Heinz Given Associate Professor of Chemistry, B.S., Washington State University; Ph.D., Indiana University, Bloomington
- Janet L. Walker, Buhl Professor of French, B.A., Chatham College; M.A., Ph.D., Bryn Mawr College

Assistant Professors

- JoAnne E. Burley, Education, B.S., Pennsylvania State University; M.A., Fairfield University; Ph.D., University of Pittsburgh
- Robert J. Corber, English, B.A., Haverford College; M.A., Ph.D., University of Chicago
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- Beatrice R. DeAngelis, Spanish, Adjunct Assistant Professor, M.A., Ph.D., University of Pittsburgh
- Steven H. Gerson, Economics and Management, B.S., University of Michigan; M.B.A., Wharton Business School, University of Pennsylvania; C.P.A.
- J. Matthew Kessler, Economics and Management, B.A., University of Nebraska; M.A., Ball State University; Ph.D., Virginia Polytechnic Institute
- Lisa A. Lambert, Biology, B.S., Furman University; Ph.D., Indiana University, Bloomington.
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- Emma T. Lucas, Adjunct Assistant Professor of Human Services Administration; Lecturer in Black Studies, B.A., Tougaloo College; M.A., Purdue University; M.S.W., Ph.D., University of Pittsburgh
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B.A. University of Pittsburgh

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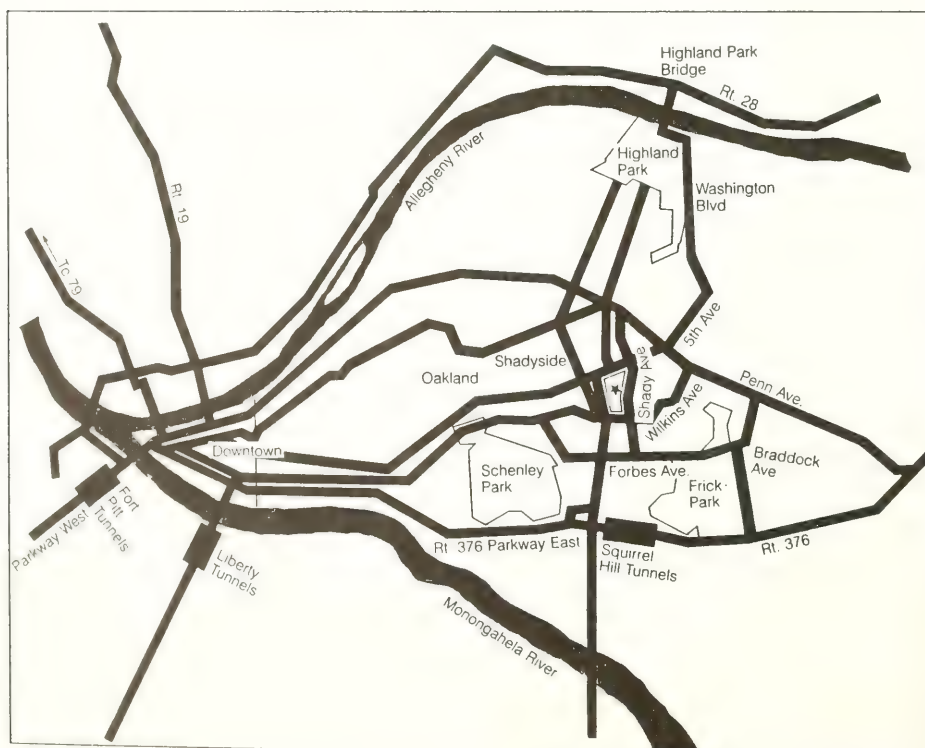
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How To Get To Chatham

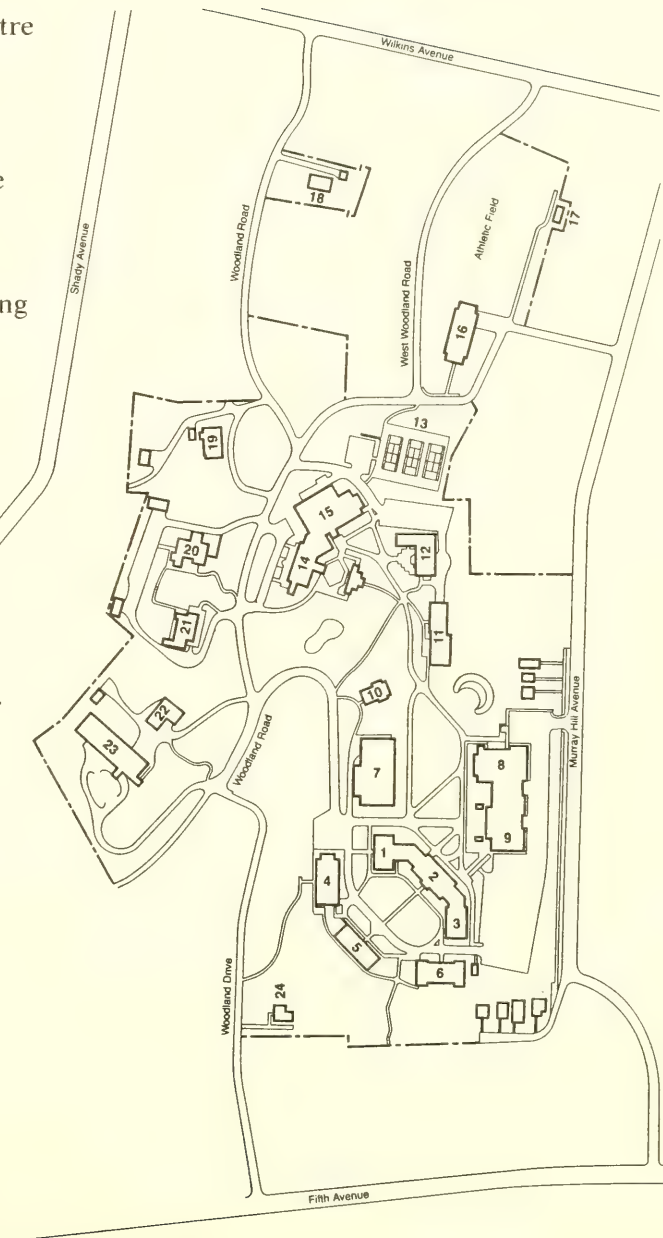
The College campus is 20 minutes by bus or taxi from downtown Pittsburgh and approximately 45 minutes from the airport. At least an hour should be allowed if visitors plan to use limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines daily with flights to and from most cities in the United States. Flight time between Pittsburgh and Boston, Chicago, New York City, Washington, D.C., Atlanta, and St. Louis is 1½ hours or less.



Map of Campus

1. Braun Hall
2. Falk Hall
3. Coolidge Hall
4. Campbell Memorial Chapel
5. James Laughlin Music Center
6. Buhl Hall
7. Woodland Hall
8. Edward D. Eddy Theatre
9. Jennie King Mellon Library
10. Lindsay House
11. Dilworth Hall
12. Mellon Carriage House
13. Tennis Courts
14. Andrew W. Mellon Center
15. Paul R. Anderson Dining Hall
16. Physical Education Building
17. Lodge
18. Gregg House
19. Berry Hall
20. Marjory Rea Laughlin House
21. Julia and James Rea House
22. Beatty Hall
23. Fickes Hall
24. Mary Acheson Spencer House



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CHATHAM COLLEGE
CATALOGUE SUPPLEMENT
1990-91

This Catalogue Supplement is to be used in conjunction with the Chatham College Catalogue 1989-91 and reflects changes made since that Catalogue was published.

Contents:

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Academic Calendar *(Catalogue, page 8)*

	1990-91	1991-92
New Students Arrive	Monday, September 3	Monday, September 2
Freshman Testing, Advising	Tuesday, September 4	Tuesday, September 3
Student Day.....	Wednesday, September 5	Wednesday, September 4
Upperclass Students Arrive.....	Wednesday, September 5	Wednesday, September 4
New Students Register	Wednesday, September 5	Wednesday, September 4
Fall Term Classes Begin	Thursday, September 6	Thursday, September 5
Last Day to Add Courses	Thursday, September 20	Thursday, September 19
Last Day to Drop Courses	Thursday, September 27	Thursday, September 26
Long Weekend	Thursday, October 18	Thursday, October 17
	Sunday, October 21	Sunday, October 20
*Staff Vacation Day	Friday, October 19	Friday, October 18
Advising Week	Monday, November 5	Monday, November 4
	Friday, November 9	Friday, November 8
Interim Registration	Monday, November 12	Monday, November 11
	Tuesday, November 13	Tuesday, November 12
Spring Registration	Thursday, November 15	Thursday, November 14
Last Day before Thanksgiving	Tuesday, November 20	Tuesday, November 26
Thanksgiving Break	Wednesday, November 21	Wednesday, November 27
	Sunday, November 25	Sunday, December 1
Last Class of Fall Term	Wednesday, December 12	Tuesday, December 10
Final Examinations	Friday, December 14	Friday, December 13
	Tuesday, December 18	Tuesday, December 17
Winter Vacation.....	Wednesday, December 19	Wednesday, December 18
	Sunday, January 6	Sunday, January 5
Interim	Monday, January 7	Monday, January 6
	Friday, February 1	Thursday, January 30
*Staff Vacation Day	Monday, February 4	Friday, January 31
Interim Break	Saturday, February 2	Friday, January 31
	Tuesday, February 5	Tuesday, February 4
Spring Term Classes Begin	Wednesday, February 6	Wednesday, February 5
Last Day to Add Courses	Wednesday, February 20	Wednesday, February 19
Last Day to Drop Courses	Wednesday, February 27	Wednesday, February 26
Spring Vacation.....	Saturday, March 23	Saturday, March 21
	Sunday, March 31	Sunday, March 29
*Staff Vacation	Friday, March 29	Friday, March 27
Advising Week	Monday, April 8	Monday, April 6
	Friday, April 12	Friday, April 10
Fall Term Registration	Thursday, April 18	Thursday, April 16
Final Copies of Tutorial Due	Friday, April 19	Friday, April 17
Last Class of Spring Term	Wednesday, May 15	Tuesday, May 12
Final Examinations	Friday, May 17	Friday, May 15
	Tuesday, May 21	Tuesday, May 19
Commencement	Friday, May 24	Friday, May 22

REMINDER: There will be no classes on one Friday in late April or early May due to Spring Fling.

Skills and Proficiency Requirements

(Catalogue, pages 21-22)

Please see the Catalogue for a complete listing of requirements.

Instruction in basic skills, placement of students within the program, and administration of diagnostic and proficiency tests are supervised by the Academic Resource Center and are intended to be an integral part of the core curriculum. Attaining an acceptable proficiency level in each designated skill area is designed to maximize growth and development in each of the seven core courses and in all college work. Testing is available to all students across the College. As a condition of junior status, all degree students are required to demonstrate proficiency in the following:

1. Writing Skills and Language Skills

- a) Writing Skills: This requirement is fulfilled by satisfactory completion of the Core courses Concepts and Composition and Advanced Composition. All students admitted to the College before Fall 1985, or students who have advanced standing or transfer status, may continue to satisfy the College's writing requirement by successfully completing either Expository Writing I or the English Proficiency Examination.
- b) Reading and Vocabulary Skills: All students are required to complete successfully a college-administered reading and vocabulary examination. Freshmen are required to complete this examination while enrolled in Concepts and Composition, and Gateway and transfer students are required to do so within their first term at Chatham.

Students who do not pass the examination after their first term at the College are required to enroll in the half-unit remedial reading course, Reading Comprehension and Vocabulary Development.

2. Mathematics Skills

Each degree student must demonstrate proficiency in mathematics equivalent to fulfillment of the prerequisites for Mathematics 106 (pre-calculus). Students demonstrate proficiency in one of the following ways:

- a) satisfactory performance on a college-administered mathematics proficiency examination;
- b) enrollment in, and the successful completion of, Mathematics 099, 101, 106 or 107;
- c) enrollment in the Mathematical Skills Program (non-credit), followed by satisfactory performance on the college-administered mathematics proficiency examination;
- d) delete
- e) delete

Academic Resource Center

The Academic Resource Center, located on the third floor of the Jennie King Mellon Library, provides Chatham College students with comprehensive services essential to academic achievement, professional competence and adaptability. Designed in conjunction with the staff and faculty of the College, the programs offered by the Academic Resource Center complement the Liberal Arts curriculum of the College and enhance the value of every graduate.

Academic Skills Program

In cooperation with the academic departments of the College, the staff supervises the instruction and proficiency testing of basic language, mathematics and computer skills required of all students for graduation from the College. Usually, the academic skills requirements are satisfied before the student's junior year. Secondly, the Academic Resource Center provides non-credit study skills courses, workshops, and seminars.

Act 101 Program

The administrative offices of the Act 101 program are housed in the Academic Resource Center. This program is designed to provide additional tutoring, academic counseling and cultural enrichment to students from Pennsylvania who qualify and show academic promise. Provisions for supplying individualized tutoring, creating additional

academic support groups and providing opportunities to participate in off-campus activities such as conferences, workshops and seminars are some of the ways the Act 101 program attempts to address special needs.

Act 101 Summer Program

New students, including Gateways, planning to attend Chatham College may be encouraged to attend the Summer Pre-College Program. This program is designed to ease the transition to college.

Chatham College-Bethesda Adult Literacy Program

The Chatham College Adult Literacy Program is also located in the Academic Resource Center. Adults who have not yet completed their GED's are encouraged to attend the literacy program two days a week throughout the school year. Chatham College students, faculty, and staff are encouraged to serve as tutors.

Student Literacy Corps

Chatham students from various disciplines tutor or service the adult literacy program for at least 6 hours per week during a semester. Students receive academic credit and stipends for their participation. The program is jointly sponsored by the Federal government and Chatham College.

English as a Second Language (ESL) Program

Special services are provided for international students seeking additional instruction or tutoring in the use of spoken or written English. Individualized instructional programs and computer assisted instruction are also available.

Academic Regulations

Schedule Changes (*Catalogue, page 42*)

Adding and Dropping Courses. Students must register for classes on the date indicated in the College calendar. There is a \$15 processing fee for registrations after this date. With approval of the course instructor and the faculty adviser, courses may be added throughout the first two weeks of the long terms and dropped throughout the first three weeks of the long terms. During the Interim, with the approval of the course instructor and the faculty adviser, courses may be added throughout the first three days or dropped throughout the first four days of the Interim. There are no academic penalties for adds and drops occurring within the prescribed deadlines.

Credit by Examination (*Catalogue, pages 43-44*)

A student may also earn credit for a course by demonstrating superior achievement in a special written or oral examination. A student may NOT receive credit by examination for:

1. a course which she has failed;
2. a course for which she already has received credit;
3. a course for which she is presently registered after the third week; or
4. a Core course.

No more than four course units by examination may be applied toward the degree.

To take an examination a qualified student must pay an application fee of \$25 and have the permission of the instructor of the course in consultation with the other members of the department and the Associate Vice President for Academic Affairs. For an additional fee of \$100, the course is placed on the student's transcript with the notation "Credit by Examination." The course is recorded after the student has successfully completed the examination. No more than four credits by examination may be applied toward the degree. Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board.

Courses of Instruction

(Catalogue, pages 49-106)

Biology

Delete:

335. Organismal Physiology

Black Studies

New Course:

280. Women and National Development in the Third World

Growing attention is being given the economic, political, and social forces which influence and shape women's roles. These forces and their impact upon women will be examined through an analysis of cultural norms, class, gender, economic development level, Western influence, dependent capitalism, and organizational structure. The following conceptual themes will be explored: development, production, modernization, and liberation. Students will be encouraged to analyze cross-cultural and international patterns and activities through non-Western eyes.

Chemistry

Major Requirements:

B.S. Degree: 14 or 14.5 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 209, 301, 311, 312, 322, 431, 441 or the sequence 338-340, 603-604. Required laboratories: 114, 215, 216, and 318.

B.A. Degree: 12.5 course units, including the tutorial. Required courses: Chemistry 101 or 103, 104, 205, 206, 209, 301, 311, 312, 322, 603-604. Required laboratories: 114, 215, 216, and 318. For State Certification in chemistry teaching, two units in biology (Biology 143, 144) are required.

Interdepartmental Major Requirements:

10.5 course units. Chemistry 101 or 103, 104, 114, 205, 206, 209, 215, 216, 301 or equivalent course in second department, 311, 312, 318, and 322.

The following courses (or their equivalents) from other departments are prerequisites to some of the required courses in chemistry: Mathematics 101 and 102; Mathematics 251 and 252. Additional courses in mathematics are recommended. A reading knowledge of a foreign language is strongly advised. German and Russian are the most useful. It is recommended that students considering majoring in chemistry begin the chemistry sequence in their freshman year.

Minor Requirements: 8.5 course units. Chemistry 101 or 103, 104, 114, 205, 206, 209, 215, 216, 311, and one course unit to be selected from the following courses: 312; 318 and 322; 338.

New Course:

209. Basic Inorganic Chemistry
Structure and bonding of ionic solids, coordination compounds and selected anions, as well as the descriptive chemistry of the transition metals. Two lectures per week. Prerequisite: Chemistry 104. .5 course unit

Delete:

328. Structure of Biomolecules

Change in Description:

104. Elementary Analytical Chemistry
Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, and electrochemistry. Three lectures and one problem session weekly. Prerequisite: Chemistry 101 or 103; co-requisite: Chemistry 114.

114. Quantitative Analysis Laboratory

Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory. Co-requisite: Chemistry 104. .5 course unit.

338. Biochemistry

The course will cover the structures and functions of proteins, polynucleic acids and biological membranes. Enzymes and kinetics will be taught. Metabolic pathways will be covered with emphasis on the thermodynamics of the equilibria,

and on the storage and usage of energy.
Prerequisite: Chemistry 206. Co-requisite
for B.S. majors: Chemistry 340.

340. Biochemistry Laboratory

Column chromatographic, electrophoretic,
and spectrophotometric techniques will be
taught. Preparation of buffers and
enzyme kinetics will also be covered.
Four hour lab with 1 hour recitation. Co-
requisite for B.S. majors: Chemistry 338.
.5 course unit.

431. Advanced Inorganic Chemistry

Modern theories and concepts of atomic
and molecular structure, with illustrative
material drawn from various classes of
inorganic compounds of current interest,
as well as the descriptive chemistry of the
lanthanides and actinides. Three lectures
and one recitation session weekly.
Prerequisites: Chemistry 209 and 312.

441. Advanced Organic Chemistry

The course consists of a) molecular
orbital theory and pericyclic reactions, b)
developing multistep syntheses, and c)
polymer chemistry, with emphasis on
types of polymers and their uses, reaction
mechanisms and kinetics, molecular
weight and degree of polymerization de-
termination, and some characterization.
Prerequisites: Chemistry 206, 216, and
312.

Change in Title and Description:

301. Chemical Literature

Current approaches to the chemical litera-
ture, including use of data base searches of
Chemical Abstracts. .5 course unit

Communication

Change in Description:

106. Mass Communication and Modern Society

Eliminate prerequisite

195. Display & Projected Media Production

Eliminate prerequisite

279. Photography I

Eliminate prerequisite

Change in Title and Description:

174. Film Production Variables and Criticism

This course introduces students to the
theory and criticism of film production.
Emphasis will be on the systematic use of
production variables which determine
how movie stories are created. Specifi-
cally, students will learn what constitutes
pictorial continuity through shots, film
sequences, the general rule, camera
angles, directional continuity, buildup,
and editing. Additionally, students will
look at film theoretically as a language
through its structural use of optical effects
and visual and audio editing techniques.

202. Communication Theory

A critical study of the major contempo-
rary theories of communication, begin-
ning with an analysis of the goals of
theory construction in the social sciences.
Students will explore the applications of
theories, models, and concepts in specific
research contexts. Prerequisite: Commu-
nication 101. Prerequisite or co-requisite:
Communication 106.

260. Practical Public Relations

An advanced course designed to associate
students with various aspects of public
relations including writing assignments
for various types of communiques, an
experiential group project, and activities
that allow the student to function as a PR
spokesperson. Students will work with
problems of language usage and style in
the preparation of copy for publication.
Prerequisite: Communication 251.
Enrollment limited to 16 students.

Economics and Management

Major Requirements:

Management: 14 courses including the
tutorial. Required courses are Economics
and Management 101, 102, 105, 206, 222,
223, 300, Mathematics 110, and one
approved internship. The student may
substitute Political Science 211 and 212
for Economics and Management 300 and
Mathematics 110. In addition to the
above each student is required to take at
least three of the following courses: 240,

275, 310, 311, 335, 351, 362, 374, 375, 385, 390, 395, Political Science 228, or Psychology 310.

Interdepartmental Major Requirements:

Economics: 8 courses exclusive of the tutorial, including Economics and Management 101, 102, 105, 222, and Mathematics 110. The student must take three additional courses from the economics major requirements. The tutorial must demonstrate the relationship between economics and the other subject in the major.

New Courses:

275. Investments

This course begins with a description of the investment environment that includes the concepts of risk and return. It then examines popular investment vehicles including common stock, fixed-income securities, speculative investments, real estate and tax shelters. The course will be taught from a decision-making perspective.

Delete:

324. Federal Tax Law

Change in Description:

335. Marketing

This course explains the principles of marketing for profit and non-profit organizations. It explores the development and components of marketing programs, marketing economics, arithmetic, forecasting, as well as consumer behavior, marketing communication, channel management, and international marketing. Special attention is paid to the design and methods of marketing research. Instruction includes cases, field projects, computer exercises, and statistical analysis. Issues of ethics, legal regulations, media, and consumerism are also addressed. Prerequisites: Economics and Management 101, 102, and 105.

Change in Title and Description:

105. Introduction to Management

The purpose of this course is to provide

an understanding of formal organizations—profit and non-profit—and the development of effective and efficient managerial traits and skills. The course covers a wide range of topics such as motivation, conflict, leadership, control, and change. Examined is the practical side of organizational life: entry and adaptation, business culture, power, politics, discrimination, and resistance. The main functional areas of management are also discussed. Focus will be on real and/or simulated situations, field assignments, business games, and tests.

206. Organization and Management Theory

This course explores the major theoretical paradigms about organizations and management, such as scientific management, the human relations school, systems theory, and political economy theory. Other specific theories such as leadership, decision-making, and motivation theories will also be included. Historical and contemporary case studies will be used to critically analyze the applications of these theories in organizations. Prerequisites: Economics and Management 101, 102, and 105.

Education

Change in Preamble:

The Education Department at Chatham College is Pennsylvania Department of Education approved for Early Childhood (N-3), Elementary (K-6), and Secondary Education with reciprocal certification with other states.

Every student pursuing early childhood, elementary, or secondary certification at Chatham College must meet the proficiency requirements set by the College in language skills, mathematics, and computer science. Candidates are required to successfully complete these proficiencies by the end of their second term of enrollment. Pursuant to Pennsylvania State Department of Education specifications, certification candidates must satisfactorily complete the Basic Skills and General Knowledge components of the P.T.C.T.P. (Pennsylvania

Teacher Certification Testing Program) by the end of the first year of their participation in the teacher certification sequence. All students must also satisfactorily complete the N.T.E. (National Teacher Examination) specialty test appropriate to their area of specialization and certification level.

Requirements for Recommendation for State Certification in Teaching:

Students are recommended for early childhood or elementary or secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are urged to take the National Teacher Examination during their senior year or in the term prior to their student teaching experience. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Psychology 325, and Education 102, 222, 321, 322, and 423. Secondary certification may be earned in biology, chemistry, English, French, mathematics, Spanish, and comprehensive social studies. Students who are seeking recommendation for certification in secondary English education are required to take, in addition, an approved linguistics course, English 243 or 244, and Fine and Performing Arts 158. The required professional program for early childhood education (N-3) includes Education 102, 201, 208, 211, 215, 322, and 414. The required professional program for elementary education (K-6) includes Education 102, 201, 208, 212, 213, 322, 413. Middle schools (grades 6,7,8) employ both elementary and secondary certified teachers. Students in either the elementary or secondary education program must earn recommendation by the College for certification. [All candidates applying for their first Instructional I certification

beginning June 1, 1987 must pass the Pennsylvania Teacher Certification Test to be certified by the state.] All students are expected to participate in field experiences in public and independent schools throughout the early childhood, elementary, and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competence in teaching. Elective courses are offered to enrich the education sequence.

Change in Description:

201. The Multi-Media Classroom

The course is a blend of state-of-the-art theory and practice regarding the creation of a rich, collaborative learning environment utilizing technology and the arts. Art, music, creative dramatics, and children's literature will be explored from a developmental perspective to increase the student's repertoire of methods and materials that can be utilized in an effective classroom setting. A strong emphasis will also be placed on the acquisition of appropriate computer literacy skills as well as the integration of other multi-media educational technologies into early childhood or elementary curricula. Hands-on experiences in the computer laboratory and field experiences are required. A variety of instructional and learning strategies will be explored. Prerequisite or co-requisite: Education 102.

211. Early Childhood Curriculum

Students engage in seminars, accompanied by field experiences in early childhood education, N-3. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, are tested and evaluated through a variety of experiences including microteaching, videotaping, tutoring, and small group instruction. Emphasis is on developing the student's

self-awareness through experience, study, and analysis. An open-ended module explores the uses of the microcomputer in the classroom. This module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. Prerequisite or co-requisite: Education 102; prerequisite: Education 208.

212. Elementary School Curriculum.

Students engage in seminars, accompanied by experiences in the field, and examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health and physical education) is explored in the larger context of the development of a variety of teaching styles, strategies, and the structuring of learning situations. Theoretical approaches gathered from appropriate readings are tested and evaluated through a variety of experiences—microteaching, videotaping, tutoring, and small group instruction. Emphasis is on developing the student's self-awareness through experience, study, and analysis. An open-ended module explores the use of the microcomputer in the classroom; this module includes hands-on experiences in the computer laboratory, the examination and evaluation of commercially published software, and current readings on the impact of microcomputers on education and society. A one-half day per week field experience is required. Pre-requisite or co-requisite: Education 102; prerequisite: Education 208.

213. The Elementary School Child

Opportunity is provided for systematic study of the characteristics of the five-to-twelve-year-old child, in terms of his or her intellectual, social, and emotional growth and development. Students gain experience in the administration, scoring, and interpretation of a variety of tests and measurements and learn how to construct their own informal assessment and evaluation instruments. Through

readings, discussion, and problem-solving activities, students gain competencies and explore alternative strategies for dealing with classroom management and discipline, effective uses of time and space, meeting the needs of the exceptional child in the regular classroom, and the methods for evaluating and recording individual progress in the informal classroom. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102; prerequisite: Education 208.

215. The Young Child

The course is structured with emphasis on child development from the pre-natal stages to age eight and includes knowledge of past and current research in the areas of physical, intellectual, social, and emotional growth. Educational and social philosophy are stressed for the purpose of establishing objectives. Research and readings emphasize immediate and long range goals for programs nationally and internationally. In addition to classroom experience, students will gain competencies by observing infants and toddlers, participating in conferences with parents, and planning programs for the entire age range, as well as competency in the area of critical evaluation of tests and methods. A one-half day per week field experience is required. Prerequisite or co-requisite: Education 102; prerequisite: Education 208.

322. Teaching in an Urban Setting

Juniors or seniors are required to participate in this course, which is designed to aid them in exploring the complexities of teaching in an urban setting. In this course, based upon the premise of individualized instruction, each student selects readings, films, and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A one-half day per week field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools and independ-

ent schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Prerequisites: Education 102 and completion of the curriculum course applicable to the candidate's certification: either 211, 212, or 222. (See also Black Studies.)

413. Elementary Student Teaching

Students plan sequential observations and teach at the elementary school level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation and conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar weekly. Prerequisite: permission of the Department Chairperson. 2 course units.

414. Early Childhood Student Teaching

Students plan sequential observations and teach at the early childhood level under the guidance of an experienced teacher and a faculty member of the Education Department. Self-evaluation and conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Student teachers meet in a seminar weekly. Prerequisite: permission of the Department Chairperson. 2 course units.

423. Secondary Student Teaching

Students plan sequential observation and teach on the secondary level under the guidance of an experienced teacher and a faculty member of the Education Department. Conferences with the supervising teacher, college supervisor, and faculty from the major department, when appropriate, provide the student teacher with support and direction throughout the student teaching experience. Student teachers meet in a seminar weekly. Prerequisite: permission of the Department Chairperson. 2 course units.

English

Major Requirements:

12 courses including the following: three pre-1900 historical period courses (*i.e.*, 210, 211, 213, 214, 215, 216), English 222, at least one 300-level literary seminar, English 350, and the tutorial. English 102, 103, and 399 do not count toward the major.

Interdepartmental Major Requirements:

8 courses exclusive of the tutorial, including English 222, 350, three pre-1900 historical period courses (*i.e.*, 210, 211, 213, 214, 215, 216), and three electives, one of which should be a 300-level literary seminar. English 102, 103, and 399 do not count toward the interdepartmental major. The tutorial must consider a significant literary problem or question and demonstrate the relationship between English and the other subject in the major.

Minor Requirements:

6 courses including English 222 and at least two pre-1900 historical period courses (*i.e.*, 210, 211, 213, 214, 215, 216). English 102, 103, and 399 do not count toward the minor.

New Course:

399. Expository Writing III: Stylistics.

An advanced, accelerated writing course for the upperclass transfer or Gateway student. Intensive review of such expository techniques as mechanics, organization, quotation integration, prose voice, tone, and support of generalization. Not open to students who have completed writing core; does not satisfy core requirement. Prerequisite: permission of instructor. .5 course unit.

Change in Number:

330. Mark Twain and American Humor

A study of selected works of Twain within the context of American literature and the tradition of American humor.

Fine and Performing Arts

The Fine and Performing Arts Department is dedicated to the belief that exposure to the arts through analytical and historical study and personal application will add immeasurably to a student's education. Whether the student's interest is directly focused on one of the arts or is peripheral to her primary interest in the sciences or another branch of the humanities, study in the arts will better prepare her for the lifetime habit of enjoying and appreciating the arts through critical understanding.

The Fine and Performing Arts Department performs a variety of functions on the campus. First, courses provide opportunities for all Chatham students to become "arts literate," an increasingly important value in our technological world. Second, by majoring in one of the arts, a student can prepare herself for professional work or graduate study. Third, through student exhibits, recitals, and productions, students get direct experience as fine and performing artists. Chatham's small size makes it an ideal environment for encouraging students to participate in the arts, rather than merely to be exposed to them. Finally, the Department serves as a vehicle for bringing guest artists to the campus—actors, dancers, painters, sculptors, and musicians who enrich the cultural life of the Chatham community.

Students in the department may major in Music, Theatre, or Visual Arts. Students may also elect an interdepartmental major: Music and a discipline outside the Department (e.g. Communication, English, Modern Languages) or Theatre and a discipline outside the Department. An interdepartmental major in Visual Arts may be arranged with permission of the Visual Arts faculty.

Faculty advisers in the individual programs will assist students interested in graduate or professional school to develop a course of study that best prepares them for these goals. All students majoring in Music, Theatre, or the Visual Arts are required to take introductory courses in the Arts areas other than the student's

major focus. Specific requirements for each of the program majors are listed below.

Major Requirements:

1. Music: 14 courses including the tutorial. Required courses are: Fine and Performing Arts 101, 143, 161, 162, 267, 268; and two of the following four: Fine and Performing Arts 261, 262, 266, or 271; four applied music courses; and the tutorial.
2. Theatre: 14 courses including the tutorial. Required courses are: Fine and Performing Arts 101, 141, 153, 155, 160, 241, 242, 252, 355, 356, 359; plus one elective from the following: Fine and Performing Arts 142, 148, 158, 243; and the tutorial.
3. Visual Arts: 14 courses including the tutorial. Required courses are: Fine and Performing Arts 105, 115, 131, 132, 135, 143, 160, 236, 322; plus three electives in consultation with Visual Arts adviser; and the tutorial. An Art History major can be pursued by utilizing the multidisciplinary major options and in consultation with the Visual Arts adviser.

Interdepartmental Major Requirements:

1. Music: Fine and Performing Arts 161, 162, 267, 268; four applied music courses; plus the tutorial which combines music and the other discipline.
2. Theatre: Fine and Performing Arts 141, 153, 155, 241, 242, 252, 355, 356; plus the tutorial which combines theatre and the other discipline.
3. Visual Arts: Fine and Performing Arts 105, 115 or 135, 131, 132, and four courses selected in consultation with Visual Arts adviser; plus the tutorial which combines visual arts and the other discipline.

Delete:

205. Contemporary Topics: Seminar in the Arts

Music

New Courses:

165. 19th and 20th Century Music

An introduction to the music of the master composers of the Romantic Period and the early Twentieth Century. Including the music of composers of opera, chamber, and symphonic music, the course will survey in sound the performances of the finest orchestras, soloists, singers, and choruses to be found today.

271. History and Literature of the Pianoforte

This course involves a survey of the history and literature of the pianoforte. It includes a study of the evolution of the design of the instrument from its inception to the modern hammerklavier, and a summary of the main performance styles related to that progression. It also deals with the various modern, electronic modifications and ramifications of the original acoustic instrument.

262. Electronic Studio

Using an array of MIDI compatible keyboards, instruments, and computers, the course will focus on those aspects of music which have come into existence within the last decade: digitally generated sound and timbres, computer assisted sound production, and multi-tracked recording techniques. Where appropriate, emphasis will be placed upon application to other arts: film, theatre, dance, and related arts.

Delete:

263. Human Topics in Music

265. Anthropology of Music

365. Form and Analysis

Theatre

New Course:

259. Speaking to Inform and Persuade II

Students study the principles of persuasive speaking. Emphasis is on the language and materials of persuasion, adapting organization to a specific audience, forms of reasoning, and

preparation and delivery of a series of persuasive speeches, including speeches of conviction, speeches to actuate, and speeches of refutation. Prerequisite: Fine and Performing Arts 158 or its equivalent.

Change in Description:

143. Introduction to Theatre

Students investigate the nature of the dramatic experience through lectures, discussions, exercises, and exposure to live and videotaped productions. They examine the responsibilities and techniques of theatre artists—playwrights, actors, directors, designers—who collaborate to create this experience.

153. Scenery and Lighting for the Stage

This course is a broad overview of the basic elements of technical theatre: scene design, lighting, sound, and stage management. Students examine these elements in historical, theoretical, and practical contexts, with hands-on application to Theatre Program productions required.

Visual Arts

New Courses:

238. Contemporary Art

In-depth study of European and American art since 1945, from Abstract Expressionism to 1990. Covers various media including painting, sculpture, and video as well as installations and more ephemeral work. Introduces new critical theories and relates the art to the society which produced it.

History

The history major must complete 12 history courses including the tutorial. These must include at least two of the following courses in American history (151, 152, 261, 262) and at least two of the following courses in European history (101, 121, 122, 212, 216). Four of the ten courses (other than the tutorial) required to fulfill the major must be chosen from courses numbered 200 and above. These must include History 347 and at least one

of the courses listed under Contemporary Issues (291, 292, 293). They may also include the 200 level courses listed above. Political Science 260 can be used to fulfill history major course requirements. Transfer students who major in history must take at least six history courses and the tutorial at Chatham regardless of how many history courses they have taken elsewhere.

Delete:

- 165. The History of Health and Medicine
- 232. The Constitutional and Legal History of England
- 261. American Economic and Social History before 1900
- 262. American Economic and Social History since 1900
- 267. United States Diplomatic History
- 273. Colonial Latin America
- 274. Modern Latin America

New Course:

- 318. American Women Since 1960
- This course examines the experiences of middle-class, working-class, and minority women in America during the era of the Women's Liberation Movement. Themes considered include the ideology of feminism; women's family roles and relationships; women and work; women's political issues; and women's health issues. The course is conducted in a seminar format. Prerequisites: History 152, one 200-level American History course, and one additional 200-level course, or special permission of the instructor.

Mathematics

p. 85—Center for Professional Development should now be Academic Resource Center

German

Delete:

- 603-604. Tutorial

Religion

New Courses:

- 105. Religious Themes in World Literature.

An examination of various religious themes (for example, those involving evil, sin, doubt, guilt, alienation, reconciliation, redemption, election, vocation, faith, and hope) as presented in the literary works of authors such as Dostoevsky, Eliot, Greene, Mann, Oz, Sartre, Tolstoy, and Wiesel.

Physical Education

New Courses:

- 120. Conditioning for Rowing.
- Participants will learn proper rowing techniques by training on the Concept II Rowing Ergometers and the rowing simulator at poolside. Daily workouts, videotaping and individual skill analysis will be performed. Students will also be instructed in proper strength training, flexibility exercises and nutritional guidelines to enhance performance. Safety considerations will also be reviewed.

Delete:

- 114. Fencing
- 119. Skiing: Conditioning and Techniques

Psychology

- 310. Industrial Psychology.

The course examines psychological principles and methods as they apply to industry and organizations. Topics to be included are personnel selection, performance assessment, development and training, attitudes and motivation, and human factors. Prerequisites: Psychology 101 and 218.

- 325. Tests and Measurements.

A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Prerequisites: Psychology 101 and 213 or permission of instructor.

Admissions and Financial Information

(Catalogue, pages 108-119)

Admissions Policy

Selection of the freshman class is completed by the Committee on Admissions of the College. This committee is composed of the Dean of Admissions and Enrollment Management, members of the faculty, administration and senior class. Admission is determined by the candidate's total record and her promise as a student at Chatham. All the information provided by the required documents is reviewed by representatives of the committee with the greatest weight being given to the academic record and the writing sample.

Admissions Procedures for Freshmen *(Catalogue, pages 110-113)*

Please see the Catalogue for complete information on all admissions procedures and deadlines. The following sections are only those which contain changes.

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions together with a non-refundable processing fee of \$15. The application check should be made payable to Chatham College, and a fee waiver may be requested by submitting a written statement supported by the high school counselor. The Chatham application for admission requests standard information about the prospective student's preparation and interests; in addition, it requires a writing sample, which the Committee on Admissions uses to assess the student's potential to think and write carefully.

Additional Credentials

Prospective students are encouraged to file their application for admission at the deadline indicated below, but they also should request that required additional supporting material be sent to the College, including: official high school transcript(s); SAT or ACT scores; a counselor recommendation and two academic teacher recommendations, including an English teacher recommendation; and any explanatory or additional material which the student wishes to include to strengthen her application.

Admissions Deadlines

Regular Decision

A candidate who follows the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified by the Committee on Admission's decision in mid-April. Because Chatham College adheres to the Candidates Reply Date Agreement, no student considered in the spring is required to reply to an offer of admission before the May 1 reply date.

Early Decision

This plan is intended for those students with strong high school records who have selected Chatham as their first choice college by the fall of their senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who want to exercise the Early Decision option must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and who request an Early Evaluation will be sent notification of their chances of admission by the end of February. Candidates will receive the final decision from the Committee on Admissions in mid-April.

Late Decision

Chatham College acknowledges the possibility of a student's interest in the College being developed after the published deadlines for application. A limited number of spaces in the freshman class are reserved for this contingency. Candidates who wish to apply after the previously-mentioned deadlines should contact the Dean of Admissions and Enrollment Management for an exception to the deadline.

Standardized Tests

The College requires that prospective students submit either SAT or ACT scores as part of the application process, but in no instance is a student offered or denied admission on the basis of scores alone. The Committee on Admissions considers scores to be one piece of academic evidence and evaluates such scores as part of the student's total record

of achievement. The SAT or ACT tests should be taken in the student's junior year or by January of her senior year; it is the student's responsibility to see that the scores are forwarded to Chatham, either through the testing service or through her high school counselor.

Admissions Procedures for Transfer Students

Application

Application forms may be obtained from the Office of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232 (412-365-1290); they should be returned to the Dean of Admissions and Enrollment Management together with a non-refundable processing fee of \$15. The application should be filed by June 1 for fall admission or by November 15 for spring admission, although these deadlines can be extended upon request. In addition to the application forms and essay, required application materials include: official high school and college/university transcripts from all former institutions attended, including a final transcript prior to her entrance; SAT or ACT scores; two teacher or one counselor and one teacher recommendations, preferable from instructors or advisers from the preceding college attended; and a copy of the catalogue or catalogues of the college or colleges previously attended, indicating courses taken.

Admissions Procedures for International Students

Chatham welcomes students from other countries, who follow the same application procedures as students residing in the United States. Competence in use of the English language is a condition for admission; international applicants thus are required to submit results of the Test of English as a Foreign Language (TOEFL) as well as other academic credentials. International students should have their credentials on file with the College no later than February 1 preceding the fall in which they wish to enroll or no later than September 1 for spring admission, although later deadlines are possible in individual cases.

If an international student is accepted for admission and confirms in writing her intention to enroll, the Office of Admissions will issue Form 1-20-AB, required by the United States government for issuance of a student (F-1) visa. The form 1-20-AB must be accompanied by formal documentation from the student and her family showing adequate financial resources to meet the educational costs. More specific information is available from the Applications Coordinator, Office of Admissions.

The Gateway Program *(Catalogue, pages 114-115)*

Admissions Procedures for Gateway Students

The Gateway Program is open to women who have been out of high school for seven years or more. Women may enroll as degree, non-degree, second-degree, or teacher certification students and may carry a full- or part-time course load.

All applicants for admission to the Gateway Program are reviewed by the Dean of Admissions and Enrollment Management and the Committee on Admissions before an admission decision can be made.

1. Complete an application form and brief autobiographical essay.
2. Request transcripts from previous high school/college(s).
3. Pay an application fee of \$15.
4. Arrange a personal interview with a member of the Gateway Program/Admissions staff. A degree candidate also must interview with a faculty member after she has submitted her application and transcripts.
5. Submit any appropriate letters of recommendation, or other relevant materials.
6. In some cases the applicant may be asked to take the Residual ACT which is administered by the Admissions Office.

Gateway students who are not receiving tuition assistance from corporations or from external institutional sources are eligible for one-half tuition scholarships. Following the student's initial class at Chatham which is half-tuition, for every class taken at full price within a semester, the student is eligible to take a second class at half-price. This does not limit the number of half-tuition classes taken. Some Gateway students may also be eligible to apply for financial aid.

Financial Aid *(Catalogue, pages 115-119)*

Please see the Catalogue for complete information on financial aid.

Chatham-Administered Aid

Guaranteed Employment. Institutional funds are used to employ students in various jobs on campus. Employment is available to students who have applied for financial aid and have been found to be ineligible.

Off-Campus Employment. Institutional and agency funds provide a limited number of positions off-campus for upper-class students.

Financial Procedures *(Catalogue, pages 119-126)*

Charges for Full-time and Part-time Students

(Catalogue, pages 119-120)

To be considered as a full-time student for purposes of determining charges and eligibility for financial aid, a student must be enrolled for at least 3.5 units for the combined interim-spring semesters.

Full-time Students

Resident students

Charges for the year:

Tuition	\$10,060
Room and board	4,490
Student activities fee	100
Total	\$14,650

Payable:

by May 1 for new students;

by April 20 for returning students

On or before August 1

(Plus the \$50 refundable deposit required of newly-registered students)

On or before January 15

Total

Commuting Students

Charges of the year

Tuition	\$10,060
Student Activities Fee	100
Total	\$10,160

Payable:

By May 1 for new students;

By April 20 for returning students\$75

On or before August 1 5,055

(plus the \$50 refundable deposit required of newly-registered students)

On or before January 155,030

Total\$10,160

Part-time Students

Tuition \$1198 per course unit

Payable:

On or before August 1 (fall term)

On or before January 15 (spring term)

If more than one course unit will be taken, the balance of charges is due on or before registration each term.

Interim Course Fees (*Catalogue, page 121*)

For a regular full-time student who takes an Interim course on campus, there are no additional tuition, room, or board charges if she is registered for at least 2.5 units in the spring. Some Interim courses may involve extra expenses for special supplies or for travel.

If a student chooses to withdraw after Interim, she will be billed the per-unit rate for tuition, and room and board will be pro-rated based on a 19-week semester (4 weeks Interim plus 15 weeks spring).

Students visiting Chatham during the Interim in a one-for-one exchange program will not be required to pay room, board or tuition charges. If there is not a one-for-one exchange between Chatham and the visiting student's home college, the tuition fee will be waived; however, a \$450 charge will be assessed to cover room and board, and a refundable \$15 deposit will be required. In the absence of any exchange agreement, visiting students will be charged \$1198 per course and, if they wish to live on campus, \$450 for room and board.

Other Fees (*Catalogue, pages 121-123*)

Please see the Catalogue for information about all other fees.

Overload Fee\$1198 per course unit

The standard tuition policy enables a student to register for a sufficient number of courses to meet graduation requirements in eight terms and four Interims. Students are assessed an overload fee of \$1198 per course unit when they are registered for more than the normal academic load in a single academic year. For students who entered Chatham *prior* to September 1984, the overload policy applies to only those units over the usual 9.5 (or over 5.5 units when a single term and the Interim are

attended during a given academic year), based upon the former graduation requirement of 34 units. For students who entered Chatham *since* September 1984, the overload policy applies to those taking over 10 units per academic year, based on the the current graduation requirement of 36 units.

Senior *in absentia* Fee\$1198 per course unit
When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year *in absentia*, she will be charged a \$1198 fee. This fee will be waived if the student is enrolled in and paying for the tutorial during the *in absentia* period.

Installment Payment Plans (*Catalogue, pages 124-125*)

Students and parents may wish to consider one of the following payment plans: Academic Management Services; or CHIPP. More detailed information is available from the Business Office upon request.

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